

Effect of Social Learning Therapy on Adolescents' Aggressiveness among Senior Secondary School Students in Bukuru, Plateau State, Nigeria

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DOI: <https://doi.org/10.62154/qjhcer.2026.022.01019>

Abstract

The study determined the "effect of Social Learning Therapy on adolescents' aggressiveness among Senior Secondary School Students in Bukuru, Plateau State, Nigeria." The study was guided by two objectives, two research questions and two research hypotheses. The study employed the quasi-experimental research design. The study targeted a population of one hundred and sixty (160) Senior Secondary school 2 students in Government Senior Secondary School Kungbwuna and Government Senior Secondary School Kwata-Zawan in Bukuru Metropolis, Plateau State Nigeria. The Sample of the study was 101 participants who were selected using the Cochran's (1977) formula for sample determination (finite population). The probability and non-probability sampling techniques were utilised to select the sampled schools and the participants. Data collection was carried out with the use of research instrument titled "Adapted Buss and Perry Aggression Questionnaire on Aggressiveness (ABPAQA). Data analysis was done using arithmetic mean and standard deviation while the null hypotheses were tested using t-test for independent samples with hypotheses tested at $\alpha=0.05$ significance level. Pre-test means score showed that (Control: 66.08, Experimental: 65.43, mean diff: 0.64, $p=.792$); post-test means (Control: 64.20, Experimental: 39.17, mean diff: 25.03, $t=8.63$, $df=99$, $p=.000$). Findings revealed that; Social Learning Therapy was effective in reducing aggressiveness among students. The study concluded that findings provide compelling evidence for the efficacy of SLT therapeutic interventions in addressing aggressiveness among adolescent students in the Nigerian educational setting. Based on the findings, the researchers recommended among other things that; practicing counsellors, therapists, and teachers should adopt the use of SLT techniques in counselling and therapy to modify and treat aggressiveness in students.

Keywords: Social Learning Therapy, Adolescents, Aggressiveness, Aggression Replacement Training, Senior Secondary School Students.

Introduction

Aggressiveness among students is considered as a behavioural disorder since such behaviour involves hitting, pushing, use of abusive language, threatening, shouting, stabbing, bullying, destruction of properties and emotional outbursts against fellow students and teachers (Bature, 2019). Aggressive behaviour does not only disrupt

classroom instructions, but also affects the physical and professional well-being of the teacher. Paul-Cookey and Iwuama (2014) observed that one of the stormiest psychopathological problems among secondary school students widely reported in the media is the high rate of aggressiveness. The high rate of aggressive behaviours resulting in the social and psychological damage inflicted on students by their school mates and the urgent need to find solutions to this menace has made students' aggressiveness an interesting field of study among researchers.

Some of the global epidemics of school aggressiveness, highlight the prevalence of such behaviours in various countries around the world. It provides specific statistics and incidences to illustrate the severity of the issue. In the year 2018, there were 24 school shootings incidences resulting in injuries or deaths in the United States, emphasizing the gravity of the problem. Schools in Japan reported close to 682 thousand bullying incidence among the student body in the 2022 academic year, of which the majority of the cases, over 57%, involved in verbal abuse, threatening, kicking, or beating (Education Week, 2019 & Statista Research Department, 2024).

In the year 2017 in Kenya, at least 126 high school students experienced arson attacks, and about 120 schools were burnt by high school students. A dormitory fire at Moi Girls School in Nairobi, suspected to be arson by a student, resulted in the death of nine students. It was also reported that 62% of students experienced bullying, with boys more likely to engage in physical aggression (Aljazeera, 2017). These cases serve as concrete examples of the widespread aggressiveness among students, lending credibility to the claims made through reputable sources.

In recent years, there has been a disturbing rise in aggressiveness among Secondary School Students in Nigeria. These incidents range from physical attacks, bullying to more severe cases of violence, some of which have tragically resulted in fatalities. For instance, in November 2021, a student at Dowen College in Lagos reportedly succumbed to injuries, sustained from beating by fellow students in his hostel (Asough, 2021). Similarly, in 2020, an 11-year-old student at a Deeper Life High School, in Uyo, was allegedly subjected to both physical and sexual abuse by older students. More recently, a video went viral showing a student at Lead British School Abuja, being physically assaulted by her classmates, prompting the Federal Government to temporarily close the school for three days (Omidiji, 2024). These incidences concisely capture the core issues of the rise in aggressiveness among Nigerian Secondary School Students, including the fatal consequences. These publicized cases, however, likely represent only a fraction of the problem. Many incidents of aggression in secondary schools go unreported in the media. Some are handled internally by school disciplinary committees or even kept secret, allowing such behaviours to persist and reoccur. This underreporting suggests that, the true extent of aggressiveness in Nigerian Secondary Schools may be more pervasive than what is publicly acknowledged. Bukuru as a town in Jos South Local Government Area of Plateau State, is not immune to this trend. Anecdotal evidence, local media reports and reports from some of the schools suggest an increase in fights, bullying, threatening, attacks on teachers, use of abusive

language, burgling of school properties to recover ceased items and other forms of aggressiveness among secondary school students in the area. Management or reduction of students' behavioural disorder such as aggression, has from time immemorial been the pre-occupation of school administrators, teachers, counsellors and other stakeholders in Nigeria. Bature (2019) for instance, noted that suspensions and expulsions are highly prevalent in schools in Plateau State and Nigeria as a whole, but despite the excessive use of corporal punishments and suspension by teachers and school administrators, such behaviours like aggression have continued unabated even in well-managed schools. Such disciplinary measures have neither tamed the tide of aggressiveness among students, nor positively impacted on students' aggression especially in schools in Bukuru, Jos South Local Government, Plateau State.

Several theoretical frameworks have been proposed to understand and address adolescent aggression. One prominent approach is the Social Learning Therapy (SLT). SLT, as proposed by Bandura, emphasizes the role of observational learning and modelling in shaping behaviour (Bandura, 1977). According to this theory, adolescents may learn aggressiveness by observing others, such as peers, family members, or media figures. SLT-based interventions focus on providing positive role models and reinforcing non-aggressive behaviours. SLT has shown positive impact in reducing aggressiveness in various populations. For instance, a study by Nwolisa, Olusakin, and Fashina (2013) found that SLT was effective in reducing aggressiveness among Senior Secondary Schools adolescents in Lagos Metropolis. Also, Ajallooeian, Gorji and Farzaneh (2015), study on evaluation of the effectiveness of social skills training through group therapy play on reducing relational aggression among elementary school students found out that Social Skill Training was highly effective in reducing aggressiveness among students.

However, there is a dearth of research in using this therapy in reducing aggressiveness among Senior Secondary School Students in Bukuru. Given the high prevalence of aggression among Secondary School Students in Bukuru and the potential SLT in addressing this issue, the study examined the effects of SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State. Findings did not only contribute to the theoretical understanding of adolescent aggression, but also provided practical guidance for educators and counsellors in developing targeted interventions to foster a safer, more conducive learning environment for Nigerian adolescents, particularly in Bukuru, Plateau State.

Statement of the Problem

Aggressiveness among secondary school students is a serious issue that can have detrimental consequences on the learning environment, school safety, and the overall well-being of students. Despite efforts by teachers, school disciplinary committees and school administrators to reduce aggression through disciplinary measures like suspension and corporal punishment, the problem persists in many schools, including those in Bukuru, Plateau State. One example of such fatal cases was when a 17-year-old Senior Secondary

School 2 student at Government Technical College Bukuru took the life of his physics teacher in a stabbing incident in the year 2021, the student was arrested, charged to court and was sentenced to death by hanging by a Jos High Court in the year 2025. Some of the schools visited by the researcher reported incessant cases of bullying, threatening, fighting, shouting, displaying uncontrolled anger, beating others, slapping, hitting, knocking, using abusive language, damaging other students' belongings, burgling school offices to recover seized items and even attacks on teachers especially female teachers by Senior Secondary School Students within Bukuru Metropolis.

Aggression in schools can lead to physical injuries, emotional distress, poor academic performance, absenteeism, and even school closures. While corporal punishment and suspension are commonly used to address aggression, it lacks the capacity to provide students with the necessary problem-solving skills. The reason this study was conducted in the area is that similar studies have been conducted related to the "effects of Social Learning Therapy on adolescents' aggressiveness among senior secondary school students" in different parts of the country and the world at large which has attest to the prevalence of aggressiveness among senior secondary school students, however, as far as Bukuru Metropolis is concerned, despite the reported cases of aggressiveness among senior secondary school students, there was no research that has been conducted that is related to the topic in the area. Therefore, the researchers found it necessary to conduct the study in the Metropolis (Bukuru) of the State, to fill in that gap.

Aim and Objectives of the Study

The aim of the study was to examine the effects of Social Learning Therapy on adolescents' aggressiveness among Senior Secondary School students in Bukuru, Plateau State. The specific objectives were to:

- i. Determine the pre-test mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.
- ii. Determine the post-test mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

Research Questions

- i. What is the pre-test Mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State?
- ii. To what extent is the Post-test Mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State?

Hypotheses

HO₁: The mean score ratings of pre-test between the control and experimental groups using SLT on aggressiveness will not differ significantly among Senior Secondary School Students in Bukuru, Plateau State.

HO₂: The mean score ratings of post-test between the control and experimental groups using SLT on aggressiveness will not differ significantly among Senior Secondary School Students in Bukuru, Plateau State.

Literature Review**Concept of Aggression**

Aggression is a term used by Psychologists to describe any behaviour by an individual against another with the sole aim of inflicting pain, physical and psychological (Okon, Momoh, Imhonde, & Idiakhena, 2016). To Saaondo (2019) aggression is any behaviour whose primary or sole purpose or function is to injure physically or psychologically. Bature (2019) defined aggression as a physical or verbal behaviour intended to hurt someone. Based on these definitions, aggression refers to any act that hurts, harms or destroys and must be intended deliberately. This presupposes that injuring someone accidentally, or for the person's well-being cannot be considered as aggressive behaviour.

Concept of Adolescence

The word 'Adolescence' is derived from a Latin verb 'Adolescere' meaning 'to grow up' and or 'to grow into maturity' (Zaram, Damtong, Bwede & Paksohot, 2021). Adolescence therefore means a transitory period an individual inevitably passes through during growth from childhood to adulthood, and, or maturation. Shaffer (2020) saw adolescence from the beginning of sexual maturity (puberty) to the completion of physical growth. Woolfolk (2014) viewed adolescence as the period when the individual is in the process of transfer from dependent, irresponsible age of childhood. In the words of Mangal (2015), children are described as adolescents when they reach the stage of puberty. Thus, when the child becomes sexually mature to the point where he/she is able to produce their kind. Attaining the stage of adolescent varies from one individual to another and from one country to another depending on environmental, climatic and cultural factors. Thus, Zaram, et al (2021) noted that adolescence state is a period of identity versus role confusion. It is a period as a period of 'storm and stress' (upheaval) and a disruption of peaceful growth.

Social Learning Theory

The Social Learning Theory proposed by Bandura in 1977 holds that a person's learning and social experiences coupled with his values and expectations determine behaviour. SLT views individuals in terms of such processes as perceiving, thinking and expecting. SLT has its root in the behaviourist notion of human behaviour as being determined by learning, particularly as shaped by reinforcement in the form of rewards or punishment. Bandura (1977) stated that: Learning would be exceedingly laborious, not to mention hazardous, if

people had to rely solely on the effects of their own actions to inform them on what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

SLT explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The Social Learning Theory proposed by Bandura has become perhaps the most influential theory of learning and development (Cherry, 2014). While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and aggressive behaviours by watching other people. Nwolisa, Olusakin, and Fashina (2013) noted that, children who are raised in an aggressive family environment would mostly likely be susceptible to experiencing a lack of parental monitoring, permissiveness or inconsistency in punishment, parental rejection and aggression. The exposure to high levels of aggression and other environmental factors greatly influences and reinforces an adolescent behaviour.

Social Skills Training (Aggression Replacement Training: Social Skill Training aspect adapted from Glick and Gibbs (2011)

This study was hinged on the behavioural component of ART used to teach prosocial behaviours.

In ART, acquiring skills offered participants the change to substitute prosocial behaviours for their characteristic action of aggression. Social Skill sessions involve four procedures:

1. Modeling: Adolescents observe facilitators demonstrating the behaviours, or skill steps in the correct sequence through a rehearsed situation.
2. Role-playing: Each group member role-played the steps of each skill, using a real-life situation relevant to them.
3. Performance feedback: Each group member provided feedback of their role play from researchers and the rest of the group. The feedback specifically pertains to the participant's role playing of the skill steps and not their acting abilities.
4. Transfer training: Each group member was assigned homework and expected to bring it back completed to the next Social Skills session. They were asked to practice the skills learned outside of group and record their experiences on a Skill Homework Report.

Review of Empirical Studies

Anagbogu, Nwankwo and Azuji carried out a study on the "Effect of Socio-Cognitive Skills training on aggressive secondary school adolescents in Anambra State Nigeria" in the year 2020. The study investigated the effect of Socio-cognitive skills training on aggressive secondary school adolescents in Anambra State, Nigeria. One research question and two null hypotheses guided the study. The population of the study was 323 senior secondary

school adolescents with high aggressive behaviour in Anambra State. A sample size of 32 adolescents were purposively drawn from two schools with the highest number of adolescents with high aggressive behaviour and used for the study. The design for the study was a quasi-experimental, non-randomised pre-test and post-test, control group design. Instrument for data collection was adopted from Buss-Perry Aggression Questionnaire (BPAQ). Mean scores were used to answer the research question, while the null hypotheses were tested using Analysis of Co-variance (ANCOVA). The finding of the study revealed that socio-cognitive skills' training was effective in reducing aggressive behaviour of secondary school adolescents. Based on the findings it was recommended that practicing counsellors and therapists should adopt the use of the technique in managing aggressive behaviours of secondary school adolescents.

Nwolisa, Olusakin, and Fashina (2013) carried out a study titled "Effects of Cognitive Behaviour and Social Learning Therapies on managing adolescents' aggressiveness among Senior Secondary School Students in Lagos Metropolis." Two research hypotheses guided the study. The population of the study consisted of all Senior Secondary School Students in Lagos, the sample of the study was one hundred and fifty-four adolescents randomly selected from two Senior Secondary School 2 students of Education District Two in Lagos State of Nigeria the study used the quasi-experimental pre-test-post-test control group design. There were two experimental treatment groups and one control group. Data were collected using the Verbal Aggressiveness Scale. The hypotheses were tested using the Analysis of Covariance (ANCOVA). After exposure to intervention therapies, the results showed that there was significant difference in the post-test aggression scores of participants. It was recommended that Cognitive Behavioural and Social Learning Therapies should be used to counsel adolescents on regular basis.

Evaluation of the effectiveness of social skills training through group therapy play on reducing relational aggression among elementary school students in Esfahan City was carried out by Ajallooeian, Gorji and Farzaneh in the year (2015). The aim of the study was to evaluate the effectiveness of social skills training through group therapy play on reducing relational aggression boy elementary school student in Esfahan City. The population consisted of first and second grade elementary school boys who were studying in the 2013-2014 academic year in the Esfahan City. The sample consisted of 40 students in first and second grade elementary school, Sheba, who were selected randomly. The design was the semi- experimental method with pre-test and post-test. The "Relational Aggression Questionnaire" was used for data collection. The descriptive statistics such as Mean, and Standard Deviation was used for data analysis and after the intervention, the findings showed that social skills training therapy was effective in reducing relational aggression among the students. It was recommended that children should be provided with social skill training regularly to help solve the problem of relational aggression.

Methodology

Research Design

The study employed the pre-test post-test quasi-experimental design. The model used was a two-factor classification with one level of the treatment variable. The model measured the effect of the technique (SLT, the independent variable) on aggressiveness (the criterion or dependent variable). This type of design required that the participants be tested with the same instrument before and after treatment. The researcher determined the effects of treatment by comparing the results of the participants in the intervention (Tsagem, 2020). The intervention group received the Social Learning Therapy treatment.

Population

The study targeted a population of one hundred and sixty (160) Senior Secondary school 2 students in Government Senior Secondary School Kungbwuna (62) and Government Senior Secondary School Kwata-Zawan (98) in Bukuru Metropolis, Plateau State (Planning, Research and Statistics Unit, Area Directorate of Education, Jos South LGA, 2024).

Sample and Sampling Technique

The sample of the study consisted of one hundred and one (101) Senior Secondary School 2 Students of Government Senior Secondary School Kungbwuna and Government Senior Secondary School Kwata-Zawan. The researchers arrived at the sample of 101 after using the Cochran's (1977) formula for sample determination size (finite population). Using the purposive sampling technique, two schools; Government Senior Secondary School, Kungbwuna and Government Senior Secondary School Kwata- Zawan were chosen out of all the public senior secondary schools in Bukuru, Jos South Local Government Area, Plateau State. The reason for the use of purposive sampling was to ensure that the schools were large enough to get the required number of students with aggressiveness. Again, the distance between them was also considered an important factor in keeping the participants from interacting with others during the treatment period so as to avoid contaminating the results. The researchers then used the simple random sampling to assigned the treatments to the sampled schools.

Instrument for data Collection

The instrument for data collection was the Adapted Buss-Perry Aggression Questionnaire on Aggressiveness (ABPAQA) developed by Buss and Perry (1992) which consists of two sections: Sections A and B. Section A comprised of respondents' bio-data which was designed to elicit information on the demographic characteristics of the respondents while section B comprised 28 Likert scale format items which measured aggressive personality traits of participants. The five-point scale options range from 'Extremely uncharacteristic of me' to 'extremely characteristics of me.' The questionnaire's 28 items yielded a minimum score of 28 points and a maximum score of 140. The validity of the instrument was established by two experts in Guidance and Counselling and one from Test and

Measurement all in the Department of Educational Foundations, Faculty of Technology Education, Abubakar Tafawa Balewa University. The reliability of the instrument was established through trial testing, data generated were analyzed using the Cronbach's Alpha and the reliability coefficients of .96 was obtained.

Administration of the Instrument

The pre-test scores were obtained through the administration of the Adapted Buss and Perry Aggression Questionnaire on Aggressiveness (ABPAQA). This was done before the commencement of the treatment. This was done in the class by the researchers and the Research Assistants. Instructions by the researchers on how the questionnaires were to be answered was carried out. The students were assured that the information they gave would be treated with great confidentiality. The collection of the questionnaires was done immediately after completion and after checking to ensure that all items were ticked. The items on the Adapted Buss and Perry Aggression Questionnaire on Aggressiveness (ABPAQA) were used to identify those students with aggressiveness. Based on the ABPAQA scores, students were categorized into low aggression: 28-58, mild aggression: 59-87, moderate aggression: 88-116 and high aggression: 117-140 (Poorolajal et al, 2020). Students scoring in the moderate to high range were considered to have aggressive tendencies.

Administration of the treatment

The intervention period for the experiment was a period of 9 weeks. Each session of the treatment lasted for one hour every week. The schools decided the day for the therapy. This was principally to expose the counselling interventions (Social Learning Therapy) to the participants and the Placebo. To ensure internal validity of the study, all participants completed aggression measures before intervention, only those with aggressive tendencies were chosen, statistical equivalence was verified before proceeding with interventions and to avoid experimental contamination, the researcher assign participants in each school to a particular intervention as follows;

1. G. S.S Kungbwuna (SLT intervention) under Du District
2. G. S.S Kwata (Placebo) under Zawan District

Placebo

No treatment was given to this group. However, the school Counsellor (Research Assistant) took them through some important techniques other than the intervention on study habits throughout the sessions which lasted for nine (9) sessions.

Administration of the post-test

The researchers, with the assistance of the Research Assistants, administered the post-test to both the experimental and control groups during the last session of the treatment programme.

Ethical Clearance/Statement

This study was conducted in accordance with the ethical standards and permissions of Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi, Nigeria prior to the commencement of data collection. Institutional and administrative permissions were obtained from the Plateau State Ministry of Education, the Jos South Local Government Area Education Authority, and the principals of the participating schools. Written informed consent was obtained from the parents of all participating students, and written assent was obtained from the student participants themselves. Participation was entirely voluntary, and participants were informed of their right to withdraw at any time without consequence. All data were collected and handled in accordance with strict confidentiality protocols; no personally identifiable information is reported. Control group participants were offered access to the Social Learning Therapy intervention following the conclusion of data collection. The authors declare no conflicts of interest.

Method of Data Analysis

Mean and Standard Deviation was used to answer the research questions because mean takes into account all the participants in the group and also produces one score that summarizes the scores for everybody in the group. Hypotheses were tested using the t-test for independent samples at 0.05 level of significance, this is because the independent samples t-test is specifically designed to compare the means of two separate, unrelated groups, (Experimental and control groups) which perfectly matches the experimental design of this study.

Presentation of results.

Research question 1: What is the pre-test mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State?

Table 1: Pre-test Means Score of the Control and Experimental group using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

S/N	Group	No	Mean	S.D	Mean Diff.
1	Control Group	62	66.08	11.29	0.64
2	Experimental Group (SLT)	39	65.43	12.81	

Source: field work, 2025.

Table 1 above shows that the pre-test mean scores of the control and experimental groups is 66.08 and 65.43 respectively with a mean difference of 0.64.

Research question 2: To what extent is the Post-test Mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State?

Table 2: Post-test Means Score of the Control and Experimental group using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

S/N	Group	No	Mean	S.D	Mean Diff.
1	Control Group	62	64.20	16.21	25.03
2	Experimental Group (SLT)	39	39.17	10.07	

Source: field work, 2025.

Table 2 above shows that the post-test means score of the control and experimental group is 66.20 and 39.17 respectively with a mean difference of 25.03.

Ho₁: The mean score ratings of pre-test between the control and experimental groups using SLT on aggressiveness will not differ significantly among Senior Secondary School Students in Bukuru, Plateau State.

Table 3: t-test Mean score difference between the pre-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

Cohen's d	t	df	Sig.	Mean Diff	Decision
0.026	.265	99	.792	0.64	Accepted

Source: field work, 2025

Table 3 above shows that $t = .265$, $df = 99$ and $P = .792$ $\alpha = 0.05$ level of significance. Since $P > .05$ level of significance, the decision is to fail to reject Ho_1 (Accepted), this implies that there is no significant mean score difference between the pre-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

Ho₂: The mean score ratings of post-test between the control and experimental groups using SLT on aggressiveness will not differ significantly among Senior Secondary School Students in Bukuru, Plateau State.

Table 4: t-test Mean score difference between the post-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State.

Cohen's d	t	df	Sig.	Mean Diff	Decision
0.859	8.63	99	.000	25.03	Rejected

Source: field work, 2025.

Table 4 above shows that $t = 8.63$, $df = 99$, $P = .000$ at $\alpha = 0.05$ level of significance and with the mean difference of 25.03. Since $P < .05$ level of significance, the decision is to reject Ho_2 ,

this implies that there is a significant mean score difference between the post-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State. Finding from this study revealed that SLT had significant effect on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State Nigeria

Discussion of Findings

Research question 1 was aimed at achieving research objective 1, it states that; what is the pre-test mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State? From the result as shown in table 1, the control group had 66.08 mean score while the experimental group 65.43 mean score with the mean score difference of 0.64. However, this difference in the mean score between the two (control and experimental) groups is not statistically significant for $t = .265$, $df = 99$ and $P = .792$ $\alpha = 0.05$ level of significance. This therefore mean that H_{01} was accepted for $P > 0.05$ level of significance. The non-significant finding establishes that there is no significant mean score difference between the pre-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State Nigeria. This implies that the groups had similar aggression level at the pre-test and the high mean score indicates that there is the prevalence of aggressiveness among Senior Secondary School Students in Bukuru, Plateau State Nigeria. This finding is in agreement with Obikeze and Obi (2015), who reported that a total of 6,580 (68%) Secondary School Students were involved in 2,996 violence incidents in the 257 public Secondary Schools in Anambra state. The report showed that occasional harm was (63.7%), bullying/threatening/interference (21.3%) and gossiping/nicknaming (15%). This finding is also in line with Izuchi and Anetoh (2014) who reported that the manifestations of aggressive behaviours are frequent among secondary school students. The pervading incidence of aggressive behaviour of secondary school students is one of the most frustrating issues facing parents, teachers, school administrators and community leaders.

To achieve research objective 2 of the study, research question 2 states that; to what extent is the Post-test Mean score difference between the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State? Table 2 shows that the post-test means score of the control and experimental group is 64.20 and 39.17 respectively with a mean difference of 25.03. The difference in the mean score between the two (control and experimental) groups is statistically significant for $t = 8.63$, $df = 99$, $P = .000$ at $\alpha = 0.05$ level of significance, since $P < 0.05$ level of significance, the decision is to reject H_{02} , this implies that there is a significant mean score difference between the post-test of the control and experimental groups using SLT on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State. This means that SLT intervention was significantly effective in reducing aggressiveness among Senior Secondary School Students in Bukuru, Plateau State. In support of this findings, Nwolisia,

Olusakin and Fashina (2013) also found out that Social Learning Therapy was equally effective in the treatment of aggressiveness among Secondary School adolescents in Lagos Metropolis as participants exposed to SLT significantly had less aggressive behaviour than those in the control group after the post-test.

Limitations of the Study

The researchers faced a number of limitations in the course of the study. Some of the limitations of this study were:

- i. Varying levels of reading and comprehension among the respondents were some challenges the researcher faced as extra efforts were made to help the participants understand each item before deciding on the appropriate response.
- ii. The study is limited by lack of inclusion of adolescents in junior secondary school as the schools may not have permitted due to perceived possible disruption of school activities.
- iii. Methodological limitations: The use of independent-samples t-test rather than ANCOVA is another limitation of this study.
- iv. There was no follow-up measurement to assess durability of intervention effects.

Conclusion

The study was aimed at determining the Effects of Social Learning Therapy on aggressiveness among Senior Secondary School Students in Bukuru, Plateau State. Findings revealed that SLT had significant effect in the management of students who manifested aggressiveness in secondary schools. Based on the findings of this study, the following conclusions are made: that Social Learning Therapy had significant effect in reducing aggressiveness of senior secondary school adolescents in Bukuru, Plateau State. Therefore, counsellors, teachers and parents can utilize this counselling approach in modifying aggressiveness in adolescents.

Recommendations

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

1. Social Learning Therapy is an effective therapeutic technique for treating aggressive secondary school adolescents. Therefore, practicing counsellors and therapists should adopt the use of the technique in counselling and therapy among secondary school students to modify and treat aggressiveness.
2. School teachers should be guided by the counsellors to implement parent guidance programme to educate parents on this technique to enable the parents to educate their children effectively. The programme should include knowledge and skills regarding the prevention and handling of aggressiveness through role play and modelling.

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