



EFFECT OF BEHAVIOURAL REHEARSAL IN REDUCING AGGRESSIVE BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN GOMBE LOCAL GOVERNMENT AREA OF GOMBE STATE

Anyamene, Ada
Gombe ,Gombe State, Nigeria

Ngwakwe
Gombe ,Gombe State, Nigeria

Chinyere Catherine
Gombe ,Gombe State, Nigeria

ABSTRACT

This paper examined the effect of Behavioural Rehearsal Technique in reducing Aggressive behaviour among secondary school students in Gombe State. Two research questions were posed and two hypotheses were tested at 0.05alpha levels. The study was carried out using quasi-experimental research design of pre-test, post-test and control non randomised group. The Experimental group was treated using Behavioural Rehearsal (BR) for eight weeks while the control group was treated with conventional counselling for the same period of eight weeks. The population of students with aggressive behaviour was 245 in Gombe Local Government of Gombe State. A sample of 81 students with very high aggressive behaviour was selected from three schools through purposive sampling technique. The instrument for data collection was Buss-Perry Aggression Questionnaire (BPAQ) which was developed and validated by Buss and Perry in 1992, but was revalidated in Nigeria. The reliability coefficient of 0.80 as reported by Onukwufor (2013) was adopted for this study. Data was collected and subjected to analysis. Data relating to research questions were answered using statistical mean while data relating to hypotheses were tested using Analysis of Covariance (ANCOVA). Findings from the study revealed that among others that Behavioural Rehearsal Technique was effective in reducing secondary school students' aggressive behaviour. The findings further revealed among others that the difference in the effectiveness of behavioural rehearsal technique in reducing aggressive behaviour of secondary school students is significant. Based on the findings, it was recommended that behavioural rehearsal technique is an effective therapeutic technique for modifying the aggressive behaviour of secondary school students. The practicing counsellors and therapist should adopt the use of the technique in counselling and in administering therapy on aggressive behaviour of secondary school students to treat and modify their aggressive behaviour.

BACKGROUND TO THE STUDY

In Nigeria and all over the world, school institutions remain a preparatory ground to empower and certify the requirement for human development; however, the reality is that only few students can harmoniously blend with their school mates without experiencing aggressive behaviour towards them in the school. In Gombe State, some secondary school students have aggressive behaviour; this act could have a significant impact on them, affecting their

mental health, academic achievement and overall socialization and adaptation. No matter the reasons that may be adduced for this maladaptive behaviour, it is a social menace that should not be tolerated in any sphere of life. It is therefore imperative that appropriate steps should be taken urgently and decisively to stem the menace of aggressive behaviour by secondary school students.

Secondary school students tend to feel less safe and unsatisfied with school life in a school

where high level of aggressive behaviour is displayed. For such students, and particularly the victims, the school is no longer a place for concentrated work and learning. This may affect the quality of students' life in school and the overall outcome of schooling. Hence, aggressive behaviour poses a serious challenge to school counsellors and other educational stakeholders whose responsibility is to help the students resolve the conflicts within them, do away with maladaptive behaviours and learn the accepted ways of behaving in the society.

Aggressive behaviour has been defined in various ways by different researchers. According to Zirpoli, (2014) Aggressive behaviour is any form of conduct or actions by an individual, which is intended to cause pain, suffering and damage to another person. Also, Ogilive, (2011) saw aggressive behaviour as a form of actions characterised by an assault or attack by one person on another. Olson and Golish (2010) saw aggressive behaviour as a form of actions characterised by an assault or attacked by one person on another. Zirpoli added that aggressive behaviour stem from different factors such as Students' biological make-ups, family background, community, school and value systems. If a student is unstable due to any of the above factors, he or she may suddenly be disturbed and exhibit destructive behaviours. Okoro, Adunonye and Egwuasi (2015) observed that frequent exposure to aggressive people may involve any individual in aggressive episodes, and the presence of aggressive models increases the likelihood of imitation. Gasa (2011) also observed that the highest rates of aggressive behaviour are found in environment where aggressive models abound and where aggressive behaviour is regarded as a highly valued attribute.

There are several ways in which aggressive behaviour can manifest in the lives of secondary school students. These manifestations include hyperactivity, impulsiveness, depression, suicidal ideation, verbal aggression, aberrant sexual behaviour, consistent class repetition, tardiness and absenteeism, vandalism and criminality (Mabitla, 2008). Similarly, Paul-Cookey and Iwuama (2011) observed that aggressive behaviour among secondary school students are considered as behavioural disorder; such behaviour involves physical violence against students and teachers, abusive language, tantrums and emotional outbursts. Aggressive behaviour do not only disrupts classroom instructions, but also affects the physical and professional well-being of a teacher. Paul-Cookey and Iwuama added that aggressive behaviour was one of the major worldwide concerns in all segments of societies. People frequently read or hear about gang battles, shootings, bombings or actually becoming victims of such actions. These events are some of the most extreme examples of the aggression that takes place every day. They also explained that aggressive behaviour among

secondary school students refers to all forms of youth violent acts perpetrated within the school setting which affects the schooling process.

The researcher sought to determine the effect of behavioural rehearsal technique on aggressive behaviour of secondary school students. Behavioural rehearsal is a technique in which behaviours, responses and social skills are practiced and imagined being in use in order to prepare for when it will be used in reality. Behavioural rehearsal is used primarily in helping the student to learn new ways of responding to specific life situations. Behavioural rehearsal procedures are appropriate for dealing with behavioural deficits, such as aggressive behaviour or poor social skills. Behavioural rehearsal involves practising appropriate behaviour responses within social situations, it is the acting out of behaviour to learn it and refine it as a skill. It involves students rehearsing their social skills in the therapy session and eventually moving to real-life situations. Dewey (2007) reported that Albert Bandura's Principles of Behaviour Modification of 1967 introduced the concepts of vicarious modelling and behavioural rehearsal to behaviour therapists.

Behavioural rehearsal is accompanied by vicarious modelling, that is, observing holistically what a model does in a similarly stressful situation and noticing what happens to that model (Bandura, 1986). Also, at other times, the student or the practitioner might take the role of the student in acting out the scene. Other variations include members of the group taking turns to act out one or more roles and providing feedback and support for the other actors (Schinke, Gilchrist, Smith, & Wong, 2009). Egbochukwu, Obodo and Obadan (2009) carried out a study on the efficacy of behavioural rehearsal technique on the reduction of panic disorder among adolescents in secondary schools in Ibadan Metropolis. The study was quasi experimental in nature, two independent variables were involved in the study but the independent variable of interest was Behaviour Rehearsal Therapy (BRT). The result showed that the treatment has many effects on the panic disorder and can be reduced in adolescents using behavioural rehearsal therapy. The present researcher, having observed that many researchers have used this technique of behavioural rehearsal in management of aggressive behaviour and some other deviant behaviours and found out that it was effective, therefore sought to use the techniques in the present work in order to ascertain if the technique would be more effective in the management of aggressive behaviour in Gombe State.

A study by Henshaw and MacDavison (2012) investigated the effects of behavioural rehearsal and systematic desensitisation in reducing conduct disorder among secondary school students in Chicago University. The results showed that behavioural rehearsal technique significantly reduced conduct disorder in secondary school

students more than systematic desensitization technique. In the same vein, Elendu (2010) investigated the effects of behavioural rehearsal therapy on truancy among male and female secondary school students in Isikwuato. The findings indicated that behavioural rehearsal therapy was more effective in the treatment of truancy in the students than behavioural modelling. It also showed that the mean scores of the female students were reduced more than the mean scores of the male students.

In the secondary school setting, teachers and principals have used different types of punitive measures such as, corporal punishment, rustication and expulsion from school and so many other types of punishment in order to see if the students can reduce their level of aggressive behaviour. All these measures are not effective because it does not restructure the faulty thinking of these students. Despite numerous efforts made by previous researchers in finding a lasting solution to the problem of aggressive behaviour among secondary school students, the problems no doubt still poses a serious challenge to guidance counsellors and other allied professionals. Something needs to be done to curtail this problem before it gets out of hand. This has necessitated this study that sought to determine the effects of behavioural rehearsal technique in reducing aggressive behaviour among secondary school students in Gombe Local Government Area of Gombe State.

STATEMENT OF THE PROBLEM

Many rapid and turbulent changes in contemporary living have brought secondary school students face to face with problems and decisions and conditions over which students and their parents have little or no control and which have made growing up today vastly different from that of ancient times. Within the school system, various attempts have been made by school personnel in dealing with students that exhibit aggressive behaviours. Some of the corrective measures used include corporal punishment, rustication and expulsion from school, excessive punishment, among others, which have not yielded the desired result. Given the obvious devastating effect of aggressive behaviour in the school community, there is need to use psychological techniques in handling aggressive behaviour in schools. Many people have attempted solutions to the problem of aggressive behaviour and still, the issue is increasing in some alarming dimensions. Despite numerous effort made by previous researchers in founding a lasting solution to the problem of aggressive behaviour among secondary school students, the problems no doubt still poses serious challenges to guidance counsellors in seeing that an effective solution to the problem is realised. This has necessitated this study that intended to determine the effect of Behavioural Rehearsal technique in reducing aggressive

behaviour among secondary school students in Gombe Local Government Area of Gombe state.

PURPOSE OF THE STUDY

The purpose of this study was to determine the effects of behavioural rehearsal technique in reducing aggressive behaviour among secondary school students in Gombe State. Specifically, the study sought to determine:

1. effect of behavioural rehearsal technique on the secondary school students' aggression when compared with those treated with conventional counselling using their pre-test and post-test scores
2. differences in the effectiveness of behavioural rehearsal technique on male and female secondary school students' aggression using their pre-test and post-test scores.

RESEARCH QUESTIONS

The following research questions guided this study:

1. What is the effect of behavioural rehearsal technique on the secondary school students' aggression when compared with those treated with conventional counselling using their pre-test and post-test scores?
2. What are the differences in the effectiveness of behavioural rehearsal technique on the male and female secondary school students' aggression using their pre-test and post-test scores?

HYPOTHESES

The following null hypotheses were tested at the 0.05 statistical level of significance:

1. The effect of behavioural rehearsal technique on the aggressive behaviour scores of secondary school students will not be significant when compared with those treated with conventional counselling using their post-test mean scores.
2. The effectiveness of behavioural rehearsal technique on the aggressive behaviour scores of male and female secondary school students will not differ significantly using their post-test mean scores.

METHOD

Research Design

The study adopted the quasi-experimental research design of pretest posttest and control non randomized group. This design is suitable for adoption to approximate conditions of true experiment in situations that do not permit the control and manipulation of all relevant variables (Kpolovie, 2010). Nworgu (2015) stated that a quasi-experimental research design could be used in a school setting where it is not always possible to use pure experimental design which was considered as disruption of school activities.

Area of the Study

The study was conducted in Gombe Local Government Area of Gombe State. Gombe State is

located in the North-eastern part of Nigeria. This State was chosen for the study because of the high rate of aggressive behaviour among the secondary school students irrespective of the punitive measures taken to stop them from being aggressive.

Population of the Study

The population of the study was 245 students. These are senior secondary school students (SS2) that were identified with aggressive behaviour in all the nine co-educational secondary schools in Gombe Local Government Area of Gombe State. The choice of co-educational public secondary schools was considered appropriate for this study because it enabled the researcher to ascertain the effect of the techniques on male and female that are interacting and staying in the same school setting.

Sample and Sampling Technique

The sample for the study was 81 secondary school students with high aggressive behaviour scores. This comprised all the Senior Secondary two (SS2) students that were identified with aggressive behaviour from two schools that have the highest number of students with aggressive behaviour. A purposive sampling technique was used in selecting the two schools because the students were identified as having high aggressive behaviour.

Instrument for Data Collection

The instrument that was used for this study on aggressive behaviour of students was: "Buss-Perry Aggression Questionnaire (BPAQ) developed by Buss and Perry (1992). The Buss-Perry Aggression Questionnaire (BPAQ) is a 29-item self-report measure that includes four subscales: physical aggression (9 items), verbal aggression (5 items), anger (7 items), and hostility (8 items) (Buss & Perry, 1992). In order to measure aggressive personality traits, participants were given the Buss-Perry Aggression Questionnaire. The instrument has been used in over 400 studies (example, Ezeokana, Nwosu & Okoye 2014, Onukwufor, 2013, Sidney-Agbo, 2016) and it is one of the most popular measures of aggressive behaviour in education and social science research. This questionnaire comprised of 29 self-report items and is based on five point scale ranging from extremely uncharacteristic of me to extremely characteristics of me but was later modified to four point scale by Onukwufor, (2013) from extremely uncharacteristic of me (EU) which is 1 point, uncharacteristic of me (U), 2 point, characteristics of me (C), 3 points, and extremely characteristics of me (EC), 4 points. For every positive statement, it would be 4+3+2+1 which was added to get the total score while for reversed or every negative response, it would be 1+2+3+4. The researcher adopted the instrument.

Validation of the Instrument

The instrument, Buss-Perry Aggression Questionnaire (BPAQ), was adopted, it was not subjected to validation because it has been revalidated in Nigeria by Ezeokana, Obi-Nwosu and Okoye (2014), Onukwufor (2013) and Sidney-Agbo (2016). This current study therefore adopted the BPAQ and did not have to do any further validation.

Reliability of the Instrument

The Buss-Perry Aggression questionnaire was found to have internal consistency for the four subscales and total score range from .72 to .89. The internal consistency coefficients are as follows; Physical Aggression $\alpha=0.85$, Verbal Aggression $\alpha=0.72$, Anger $\alpha=0.83$ and Hostility $\alpha=0.77$, with the overall internal consistency being $\alpha=0.89$. Test-retest reliability for the subscales and the total score range from $\alpha=0.72$ to $\alpha=0.80$ (Buss-Perry, 1992). For Nigerian sample, this researcher adopted the internal consistency reliability coefficients of 0.80 for the Buss-Perry Aggression questionnaire as determined by Onukwufor (2013). The reason for the adoption is because the study was conducted among students in setting akin to that of the current study.

Method of Data Collection

All the identified SS2 students from all the nine public co-educational secondary schools in Gombe Local Government Area of Gombe state were given Buss-Perry Aggression Questionnaire scale BPAQ to complete. The researcher and six well trained research assistants went round the secondary schools to distribute copies of the questionnaire. Each participant was met in their individual classes and was given the instrument BPAQ to respond to the items. The researcher gave an introduction of the instrument on how to complete the questionnaire to the students. The nature of the students' response and the purpose for which it served were clearly explained to the students. The researcher, with the help of research assistants, properly assisted and guided the students on how to respond to the questionnaire. The questionnaire sheets were collected from the students immediately they were through responding to the items and handed over to the researcher for determination of the statistical difference between the experimental and control groups scales scores.

RESULTS

Research Question 1

What is the effect of behavioural rehearsal technique on the secondary school students' aggression when compared with those treated with conventional counselling using their pretest and posttest scores?

Table 2: Pretest and Posttest Aggression Mean Scores of Students Treated With Behaviour Rehearsal Technique and Those Treated With Conventional Counselling (Norm = 70.27)

| Source of Variation | N | Pretest Mean | Posttest Mean | Lost Mean | Remark |
|-----------------------|----|--------------|---------------|-----------|-----------|
| Behavioural Rehearsal | 27 | 99.89 | 67.56 | 32.33 | Effective |
| Control | 27 | 87.44 | 80.93 | 6.51 | |

Table 1 shows that the students treated with behavioural rehearsal technique had pretest mean score of 99.89 and posttest mean score of 67.56 with lost mean of 32.33 in their aggressive behaviour, while those in the control group who received conventional counselling had pretest mean score of 87.44 and posttest mean score of 80.93 with lost mean of 6.51. With posttest mean score of 67.56 which is below the norm of 70.27 behavioural

rehearsal technique is effective in reducing aggression among secondary school students.

Research Question 2

What are the differences in the effectiveness of behavioural rehearsal technique on the male and female secondary school students' aggression using their pretest and posttest scores?

Table 2: Pretest and Posttest Aggression Mean Scores of Male and Female Students Treated With Behavioural Rehearsal Technique (Norm = 70.27)

| Source of Variation | N | Pretest Mean | Posttest Mean | Lost Mean | Remark |
|---------------------|----|--------------|---------------|-----------|----------------|
| Male | 17 | 98.35 | 77.06 | 21.29 | |
| Female | 10 | 102.50 | 64.90 | 37.6 | More Effective |

Table 2 reveals that the male students treated with behaviour rehearsal technique had pretest mean score of 98.35 and posttest mean score of 77.06 with lost mean of 21.29 in their aggressive behaviour, while the female students treated with behaviour rehearsal technique had pretest mean score of 102.50 and posttest mean score of 64.90 with lost mean of 37.6. With posttest mean score of 64.90 for female students which is below the norm 70.27, and lost mean score of 37.6 for females which is greater than lost mean score of 21.29 for males, behavioural

rehearsal technique is effective in reducing female secondary school students' aggression and more effective on female than male students' aggression.

Testing the Null Hypotheses

Ho1

The effect of behavioural rehearsal technique on the aggressive behaviour scores of secondary school students will not be significant when compared with those treated with conventional counselling using their posttest mean scores.

Table 3: ANCOVA on the effect of behaviour rehearsal technique on the aggressive behaviour of students when compared with those who received conventional counselling

| Source of variation | SS | df | MS | Cal. F | Pvalue | P ≤ 0.05 |
|---------------------|------------|----|----------|-------------|--------|----------|
| Corrected Model | 1015.079 | 2 | 507.5391 | | | |
| Intercept | 874.882 | 1 | 874.882 | | | |
| Aggression1 | 69.227 | 1 | 69.227 | | | |
| Treatment Model | 769.265 | 1 | 769.265 | 5.60 | 0.022 | S |
| Error | 7009.292 | 51 | 137.437 | | | |
| Total | 326038.000 | 54 | | | | |
| Corrected Total | 8024.370 | 53 | | | | |

Table 3 shows that at 0.05 level of significance, 1df numerator and 53df denominator, the calculated F is 66.38 with p-value of 0.00 which is less than 0.05. Therefore, the second null hypothesis is rejected. So, the effect of behaviour rehearsal technique on the aggressive behaviour of secondary school students was significant.

Ho2

The effectiveness of behavioural rehearsal technique on the aggressive behaviour scores of male and female secondary school students will not differ significantly using their posttest mean scores.

Table 4: ANCOVA on the effectiveness of behaviour rehearsal technique on the aggressive behaviour of male and female students

| Source of variation | SS | df | MS | Cal. F | Pvalue | P ≤ 0.05 |
|---------------------|------------|----|---------|-------------|--------|-----------|
| Corrected Model | 1047.638 | 2 | 523.819 | | | |
| Intercept | 938.233 | 1 | 938.233 | | | |
| Aggression1 | 116.813 | 1 | 116.813 | | | |
| Gender | 618.052 | 1 | 618.052 | 3.51 | 0.073 | NS |
| Error | 4229.029 | 24 | 176.210 | | | |
| Total | 147413.000 | 27 | | | | |
| Corrected Total | 5276.667 | 26 | | | | |

In table 4, it was observed that at 0.05 level of significance, 1df numerator and 26 df denominator, the calculated F is 3.51 with p-value of 0.073 which is greater than 0.05. Therefore, the fifth null hypothesis is accepted. So, the effectiveness of behaviour rehearsal technique on the aggressive behaviour of male and female secondary school students did not differ significant.

DISCUSSION OF FINDINGS

Findings from this study revealed that behavioural rehearsal technique was effective on aggressive behaviour of secondary school students. What this implies is that behavioural rehearsal technique, which required the students to rehearse the appropriate behaviour they should exhibit when they are provoked, did have impact on them. The findings is in line with the works of Egbochukwu, Obodo and Obadan (2009) who carried out a study on the efficacy of behavioural rehearsal technique on the reduction of panic disorder of secondary school students and their result revealed that the treatment has many effects on the panic disorder. The reason could be attributed Henshaw and MacDavison (2012) whose study was on effects of behavioural rehearsal and systematic desensitisation in reducing conduct disorder among secondary school students whose result showed that behavioural rehearsal technique significantly reduced conduct disorder in secondary school students. So, in this present study, the participants were taught during training to identify the emotional and physiological signs that precede annoyance and to use the treatment package used in teaching them the new role of behaviours in real life situation to control their potential aggressive responses. What this portends to this present study is that the behavioural rehearsal technique as utilised by the participants was able to control the aggressive behaviour of secondary school students who participated in the study.

Furthermore, findings from the present study revealed that the effect of behavioural rehearsal technique on aggressive behaviour of secondary school students is significant. What this implies is that the outcome of the treatment using behavioural rehearsal technique on aggressive behaviour of secondary school students was substantial. This finding agrees with Adewusi (2013) and Onyekosor (2014). The results from the studies demonstrated the effectiveness of behavioural rehearsal technique on management of television violence and conduct disorder among secondary school students. Thus, in these studies, behavioural rehearsal technique produced good results in effectively reducing the students' maladaptive behaviours through training on sequence of more organised and reflective thoughts.

In addition, findings of the present study further revealed that the difference in the effectiveness of behavioural rehearsal technique on aggressive behaviours of male and female secondary

school students is not significant. What this implies is that though studies have indicated that boys show higher level of physical aggression than girls, behavioural rehearsal technique indicated meaningful difference in its effects on female students. This study agrees with Elendu (2010) whose study investigated the effects of behavioural rehearsal therapy on truancy among male and female secondary school students. The findings indicated that behavioural rehearsal therapy was more effective in the treatment of truancy in the students than behavioural modelling. It also showed that the mean scores of the female students were reduced more than the mean scores of the male students. Also, in this current study, it equally signifies that behavioural rehearsal technique was more effective in females than the males when compared the differences in their mean scores.

CONCLUSION

The study investigated the effect of behavioural rehearsal technique in reducing aggressive behaviour among secondary school students. This study confirmed previous research studies that demonstrated the positive effects of the technique for various behaviour exhibited by the students with aggressive behaviour. The following conclusion has been drawn from the study:

That behavioural rehearsal technique has significant effect on aggressive behaviour of secondary school students and do not differ in its effectiveness in reducing the aggressive behaviour among secondary school students. More so, the difference in the effectiveness of behavioural rehearsal technique on aggressive male and female secondary school students is not significant. Nonetheless, there is significant difference in the effects of the treatment technique in which behavioural rehearsal technique was effective in treating students with aggressive behaviour.

Based on the findings of the study, one can conclude also that schools can intervene effectively in the lives of aggressive students through effective utilization of behavioural rehearsal technique. More so, through this inclusive treatment programme, the problem of aggressive behaviour will be tackled in all angles, both in schools and outside the school settings.

RECOMMENDATIONS

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

1. Behavioural Rehearsal technique is an effective therapeutic technique for treating aggressive behaviour of secondary school students. Therefore practicing counsellors and therapists should adopt the use of this technique in counselling among secondary school students to modify and treat aggressive behaviour.
2. There is need for this technique to be incorporated into regular school counselling curricular. Moreover, high-risk students

need to be engaged to participate in special training activities that take place outside of the

3. Classroom such as small group discussions, peer relationship training or after school sessions as may be arranged and spearheaded by the school counsellor.

REFERENCES

1. Adegusi, S. O. (2013). *Efficacy of cognitive restructuring and behaviour rehearsal on conduct disorder in adolescents in special correctional centres in Lagos*. Unpublished Ph.D thesis, Covenant University, Ota, Ogun State Nigeria.
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
3. Buss, A.H., & Perry, M. (1992). *The aggression questionnaire*. *Journal of Personality and Social Psychology*, 63, 452-459.
4. Dewey, M. H. (2007). *Behavioural rehearsal technique on anxiety reduction*. *American Psychological Association*, 11(4), 68-76.
5. Egbochukwu, E. O., Obodo, B., & Obadan, N. O. (2009). *Efficacy of rational- emotive behaviour therapy on the reduction of test anxiety among adolescents in Secondary schools*. *European Journal of Social Sciences*, 6(4).
6. Elendu, F. T. (2010). *Effects of behavioural rehearsal therapy on truancy among male and female secondary school students in Isikwuato*. Unpublished master's thesis, Ebonyi State University.
7. Ezeokana, J. O., Obi-Nwosu, H. & Okoye, C. A. F. (2014). *Influence of street life and gender on aggression and self esteem in a sample of Nigerian children*. *International Review of Management and Business Research*, 1(2), 949-959. Retrieved from <https://www.irmbjournal.com/papers/>
8. Gasa, C. (2011). *Cognitive behavioural therapy in anxiety disorders: current state of the evidence*. *Dialogues Clin Neurosci*, 13(4), 413-21.
9. Hensher, O. & MacDavison, S. A. (2012). *Efficacy of behavioural rehearsal therapy on the reduction of test anxiety among secondary school students in Chicago, U.S.A*. Unpublished PhD dissertation, NewChelsea University
10. Kpolovie, J.P. (2010). *Advance Research Methods*. New Owerri: Springfield Publishers Ltd.
11. Mabitla, A. M. (2008). *Causes and manifestation of aggression among secondary school students*. Unpublished Master Thesis, University of South Africa.
12. Nworgu, B. G. (2015). *Educational research basic issues and methodology*. Nsukka, Enugu: University Trust Publishers.
13. Ogilive, J. M. (2011). *Neuropsychological measures of executive function and anti-social behaviour: A meta-analysis*. *Criminology*, 49, 1063-1107.
14. Okoro, C. C., Adunonye, J. O. & Egbuasi, P. I. (2015). *Aggressive tendencies and academic performance among students in public secondary schools in Uyo urban*. *Multidisciplinary Journal of research Development*, 17 (3), 62-74.
15. Olson, A.T. & Golish, G.A. (2010). *Effects of psychotherapeutic strategies in the treatment of suicide attempters*. *Psychotherapy*, 22, 281-290.
16. Onukwufor, J.N. (2013). *Fundamentals of social psychology*. Uyo: Abigab Associates Ltd.
17. Onyekosor, A.I. (2014). *Television violence and the propensity for violent behaviour Among Youths in Tertiary Institutions in Port-Harcourt*. *New Media and Mass Communication*, 21-34.
18. Paul-Cookey, N.R. & Iwuama, B.C. (2011). *Comparison of forms and incidence of compulsive disorder? Journal of American Academy, Child Adolescent Psychiatry*, 33, 795-804.
19. Schinke, S. P., Gilchrist, L. D., Smith, T. E. & Wong, S. E. (2009). *Group interpersonal skills training in a natural setting: An experimental study*. *Behaviour Research and Therapy*, 17, 149-154.
20. Zirpoli, T.J. (2014). *Behaviour Management: application for teachers*. Pearson Allyn Bacon Prentice Hall