
UTILIZING SELF-MANAGEMENT AND SELF-INSTRUCTION TECHNIQUES IN REDUCING AGGRESSIVE BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The study examines Utilizing Self-Management and Self-Instruction Techniques in Reducing Aggressive Behaviours among Secondary School Students. Based on the purpose of the study two research questions and two hypotheses guided the study. The study adopted quasi experimental pretest-posttest research design. The population of the study comprised 658 secondary school students. A sample size of 117 secondary school students was used for the study. Buss-Perry Aggression Questionnaire (BPAQ) was used to collect data for this study. The reliability co-efficient(r) of 0.83 obtained using Cronbach alpha method. Data collected were analyzed using mean, standard deviation for the research question while ANOCOVA were used to test the hypotheses at 0.05 level of significance. The results showed that, self-management and self-instruction techniques were relative effective in the reduction of secondary student's aggressive behaviours. Self-instruction proven to be more effective in the reduction of aggressive behaviour among secondary school students, although, there is no significant difference in the effectiveness of self-management and self-instruction techniques on secondary school students' aggressive behaviour. It was recommended that the use of self-management and self-instruction techniques have been shown to be effective on secondary school students' aggressive behaviour. It should be encouraged that practicing school Guidance and Counsellors should learn to use both techniques to assist students with aggressive behaviour.

Keywords: Self-Management and Self-Instruction Techniques, Aggressive Behaviours and secondary School Students

Introduction

Aggressive behaviour among students is considered as a behavioural disorder; such behaviour involves physical violence against students and the teacher, abusive language, bossiness, tantrums and emotional outbursts. Aggressive behaviour does not only disrupt classroom instructions, but also affects the physical and professional well-being of student and the teacher. Paul-Cookey & Iwuama, (2011) observe that aggression is one of the major worldwide concerns in all segments of societies. Aggressive behaviour is a misconduct which is today a worrisome phenomenon as many schools, families and job-related settings now seem to have a significant number of people with such hostile and destructive behaviour. Aggressive behaviour is perceived to be exhibited frequently and more intensely among students and young adults with many serious consequences for both the aggressor and people around them. Injuries to peers, teachers and other staff in school and family members as a result of aggressive behaviours are not uncommon. These injuries tend to lead to significant costs to both the school and the family. According to Zirpoli (2014), aggressive behaviour is seen as any form of conduct or actions by an individual, which is intended to cause pain, suffering and damage to another person. Gould, Grant, Gould, and Jensen (2008) also see aggressive behavior as a form of actions characterized by an assault or attack by one person on another. From the above definitions, aggressive behaviour is understood to encompass variety of behaviours. These behaviours range from mild verbal aggressive conducts usually exhibited from elementary to secondary school years, such as starting rumours, excluding others during plays, and arguing, to bullying, physical fighting, robbery, rape and other unwholesome behaviours with the sole intent to harm another. In the context of this study, aggressive behaviour is seen as a category of behaviours; physical, verbal or relational that is exhibited by adolescents and which causes or threatens to harm others.

Tseng (2012) posited that the main causes of aggressive behaviour are: low self-esteem, competitiveness, state (situation-specific) anxiety or personality characteristics, lack of group membership, overt, explicit error correction, speaking English in front of the class, little declarative (explicit) knowledge, lack of class preparation, and uneven allocation of turns. Yet, Allan (2015) argued that low confidence and competitiveness can be two major features causing aggressive behaviour in schools. Secondary school students with high confidence can achieve better than learners who have low confidence.

To reduce these aggressive problems, series of treatment options are also available including exposure therapy, self-statement monitoring technique, systematic desensitization, self-management technique, flooding, aversion therapy, self-instruction technique modeling skills, solution-focused brief therapy (SFBT), stress-inoculation skills, Person-centered therapy, skill-deficit method, among others. Cassidy, and Johnson (2010) state that one or a combination of these may be recommended according to the situation and intensity. Of particular interest to this study is the use of self-management and self-instruction techniques in reducing aggressive behaviour among secondary school students.

The self-management technique of behaviour modification originated from the work of Donald Meichenbaum in (1962) who used self-management counselling technique to help his Schizophrenic clients replace their aggressive behavior with more rational and positive thoughts, particularly where they were in situations that were very challenging for them or when they were unable to control or manage themselves. Bandy and Moore (2010) defined Self-management technique as the personal application of psychological behaviour change tactics that produce a desired change in behaviour. Self-management technique refers to the ability of an individual to regulate one's emotions and resulting behaviour in ways that society considers acceptable. This includes how the individual copes with unmet wants or

needs, perseveres when faced with obstacles, and sets goals for himself/herself. Self-management technique is cognitive behavioural skills used by individuals with the help of therapists to maintain self-motivation and achieve personal goals. Initially the skills may be learned from a therapist, text or self-help book. However, the individual is responsible for using these skills in real life situation to produce the desired changes (Susan & Raymond, 2014). Self-management technique represents an individual exerting control over some aspect of his or her decision making and selected behaviour. To do this, the person must define specific behaviours related to identified goals and take appropriate actions. In the context of this work, self-management technique is defined as the capability of an individual to regulate his/her emotions and resulting behaviours in ways that society considers acceptable. Self-management technique is a technique that has emerged as an effective approach for improving classroom behaviour (Barry and Messer, 2003). Self-management strategies can be separated into measures based on the principles of contingency management or cognitive control strategies (Mitchem and Young, 2001). Treatments based on the principles of contingency management highlight the correlation between behavioural responses and their consequences. Strategies, such as self-monitoring, self-reward and self-recording are examples of contingency-based self-management procedures (Stober and Pekrun, 2004). In the other hand, cognitive-based self-management strategies emphasizes the origin of the response.

The cognitive-based self-management makes it necessary that aggressive behaviour students should examine the thought process that comes before a response. The rationale for these treatments is the belief that behavioural self-control can be increased by enhancing specific, cognitive, or meta-cognitive skills that are believed to underlie and promote impulse control (Waschbush and Hill, 2001). The modification of the thought process is the goal of this treatment. Self-management techniques for the purpose of this study are an individual's personal application of behavioural change tactics in order to produce the desired change in behaviour. Moreso, Bandy and Moore (2010) opined that self-management technique can help students perform better in school; can reduce aggressive behaviours, and can help individuals perform better on the job.

Another variable to be considered is self-instructional technique. Self-instruction technique is a self-regulation strategy that students can use to manage themselves as learners and direct their own behaviour (Graham & Reid, 2016). It is a strategy by which students self-tutor and self-monitor their intense feelings. Here, the students take charge of the counselling activity, while the counsellors merely guide. Self-instruction technique is therefore a cognitive learning strategy, in which learning task is broken into steps and the learner himself/herself directs and appraises himself/herself as he/she goes through the task step by step. Self-instruction strategy takes place in stages: cognitive modelling stage; overt external guidance; overt self-guidance; faded overt self-guidance; and covert self-instruction (Meichenbaum, 2008). Explaining further, self-instruction technique can be applied to great variety of behaviours, such as anxiety, anger, eating problems and creative difficulties. Sarafino (2011) opined that self-instruction is an antecedent statement students make to themselves describe directs, or guides the behaviour they perform. Self-instruction is the ability of one to cognitively plan, organize, direct, reinforce and evaluate one's own independent learning without a teacher's prompting. There is need for counselors to provide programmes that could assist students, especially helping students to view themselves in a positive manner. Such programmes will go a long way towards reducing aggressive behaviours and creating a positive academic atmosphere. This could be achieved through self-instruction technique such as stopping the negative thoughts through thought stopping and lastly building positive thoughts which come in form of self-verbal mediators.

Furthermore, Ekeruo (2013) pointed out that in using self-instruction technique to modify a client, modifier instructs the person to adopt the concept of talking to himself and the child should be helped to build up a repertoire of self-statements to be used on a variety of tasks, by taking off from the area the child has not recorded failures or frustrations, making use of tasks that have self-instruction approach and encourage the use of cognitive strategies.

Studies have shown that self-instruction technique is effective in reducing aggressive behaviours among secondary school students. Mujtaba (2016) reported the relative effectiveness of self-instruction technique over social training skill in the treatment of secondary school student with personality disorder in Kano state. Also, Adegoke (2017) work confirmed the effectiveness of the relative self-instruction technique in reducing test Anxiety over modeling technique among secondary school students in Ondo state. Subsequently Nwaimo (2016), findings agreed that relaxation technique is more effective than self-instruction technique help in reducing test anxiety among secondary school students in Anambra State. Wille (2002) investigated on the use of multicomponent intervention including token-economy in reducing disruptive classroom behaviours. The result of study affirmed that token-economy have been one of the most effective ways to improve effective classroom behaviours.

Luby (2007) conducted a study on an examination of the use of token-economy in reducing behaviours in an adolescent with autism spectrum disorder. The interpretation of the results indicated instability in the variability of the frequency of all targeted behaviours, as the token-economy did not serve as an effective method in modifying the behaviours of the participant. In another study carried out by Brosnan and Healy (2011) on a review of behavioural interventions for the treatment of aggression in individuals with developmental disabilities. A comprehensive number of interventions have been evaluated for the treatment of aggressive behaviour exhibited by individuals with developmental disabilities. These treatments have included antecedent manipulations and changes in instructional context, reinforcement-based strategies, and behaviour reduction strategies the review of study suggests that the treatments implemented have effectively decreased or eliminated aggression in individuals aged 3-18.

Moore (1999) who found that REBT has the efficacy on the improvement of at-risk adolescents in relation to their irrational thinking, attitude to school, social competence and anti-social behavior. Nwaoba (2013) also conducted a study on efficacy of Cognitive Behaviour Modification Strategy in curbing Aggression among secondary school students in Umuahia, Abia State. Findings from the study indicated that cognitive behaviour modification strategy was effective in enhancing students' desire and readiness to curb aggression in secondary schools. Based on the above findings, it implies that counselling as a service concerned with helping the human being to develop into appropriate personalities that has the capacity to help secondary school students to achieve new critical and rational level of reasoning and functioning. Counselling is therefore expected to help in managing disciplinary problems in schools. The present researcher who has witnessed the irrational thinking pattern and illogical expression of some students that made them to be maladjusted was moved to engage in this study to ascertain whether cognitive restructuring would be effective in reducing aggressive behaviour among secondary school students in Gombe State.

Nwaolisa and Olisakin (2013) conducted a study titled effects of Cognitive Behaviour and Social Learning Therapies on Managing Adolescents' Aggression among secondary school students in Lagos Metropolis. Findings from the studies indicated that there was the relative effectiveness of cognitive restructuring and modelling in alleviating aggressive behaviour in secondary schools. Based on the findings, the researcher recommended that

cognitive behaviour therapy and social learning therapy should be used to counsel adolescents on a continual basis. The findings that cognitive restructuring treatment had a more positive significant effect on psychological measures imply that people with traumatic experiences would benefit more from combined therapeutic procedures involving cognitive and behavioural orientations than treatment procedures involving only behavioural background. Therefore, this study intends to investigate Utilizing Self-Management and Self-Instruction Techniques in Reducing Aggressive Behaviours among Secondary School Students

Statement of the Problem

The experience of aggressive behaviours also slows down the mind by suppressing clear thoughts and confusing it so that the problem solving process becomes more complex. Additionally, aggressive behaviour causes detrimental effects to some somatic processes which can lead to poor performance, sweating, muscle tension and can also affect respiration. The situation whereby many students always experience aggressive behaviours especially when they are about to sit for test needs to be addressed in order to prevent its negative effects on student's quality of life, whether it is psychological or emotional. Despite numerous effort made by previous researchers in finding a lasting solution to the problem of aggressive behaviour among secondary school students, the problems no doubts still posed a serious challenge to guidance counsellors and other allied professional in seeing that an effective solution to the problem is realized. Although, various proven scholars have used different behaviour modification techniques to treat aggressive behaviours among students proof to be effective, but the problem still persist till date. To achieve this, no study known to this researcher have investigated the relative effectiveness of self-management and self-instruction techniques in reducing aggressive behaviour among secondary school students.

Purpose of the Study

The purpose of this study was to determine the effectiveness of utilizing self-management and self-instruction techniques in reducing aggressive behaviours among secondary school students. Specifically, the study sought to determine the:

- I. Relative effectiveness of utilizing self-management technique on secondary school students' aggressive behaviours using their pretest and posttest scores.
- II. Relative effectiveness of utilizing self-instruction technique on secondary school students' aggressive behaviours using their pretest and posttest scores.

Research Questions

The study was guided by the following research question.

1. What is the relative effectiveness of utilizing Self-management technique on reducing secondary school students' aggressive behaviour using their pretest and posttest scores?
2. What is the relative effectiveness of utilizing self-instruction technique on reducing secondary school students' aggressive behaviour using their pretest and posttest scores?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

HO1: There is no significant difference in the effectiveness of utilizing self-management technique on reducing secondary school students' aggressive behavior using their posttest mean scores.

HO2: There is no significant difference in the effectiveness of utilizing self-instruction technique on reducing secondary school students' aggressive behavior using their posttest mean scores.

METHOD

This study, adopted the quasi-experimental pre-test–post-test group research design. Donald, Lucy and Christine (2016) described quasi-experimental study as a type of experimental study that determines the effect of a treatment paradigm in a non-randomized sample. involved in two groups namely self-management technique (SMT) and self-instruction technique (SIT) The population of the study was 658 students, made up of SS II. The sample for this study was 117 secondary school students with aggressive behaviours from the two selected secondary schools. A purposive sampling technique was used in selecting two secondary schools because they have the highest number of students with aggressive. Behaviours. The instrument 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. The internal consistency reliability co-efficient of 0.88. In Nigeria, Oladimeji (2005) used Pearson product moment statistical technique to obtained a co-efficient of reliability of 0.79. This study adopted the Nigeria version whose reliability coefficient of 0.79 has been determined; there was no need for further reliability estimation. Students with high scores were considered to be having aggressive behaviours and were assigned to both the experimental groups. A special request was made to the school's principals for the provision of adequate and conducive counselling center/ school hall for the administration of the questionnaire and during the period of treatment. The Buss-Perry Aggression Questionnaire (BPAQ) was administered to the students in the chosen secondary school for this study by the researchers, with the help of two research assistants who were duly briefed. The research assistants collected the BPAQ Inventory from the respondents and handed over to the researchers for scoring. The first administered BPAQ made up the pre-test scores. Students in experimental group were exposed to self-instruction technique (for group I), while students in experimental groups II were also exposed to self-management technique. Experimental training took place at the schools. On the training days, the participants stayed in a conducive classroom for self-instruction techniques and self-management techniques. After the eight weeks' treatment, the questionnaire were re-administered on all the students in both the experimental group I and group II was regarded the post test. Two research assistants were

trained to participate in the study. The research assistants are regular Guidance Counsellors in the participating schools. They were assigned to facilitate activities in Self-Instruction Technique group, and Self-Management Technique group respectively. The research assistants were informed about the purpose of the study and the methods to be used. The materials to be used in facilitating the sessions in their group was given to guidance counsellors one week before the treatment and they were required to read through the materials before attending the training session. During each training session, the researchers discussed the materials with them and supplies answers to their questions. The counsellors reminded them of the following counselling strategies and responsibilities to maintain appropriate interpersonal behaviour: For the experimental groups, self-instructional technique and self-management technique were designed to last for eight weeks. Each session started with the school counsellor's introduction to the issues to be addressed in the session and samples questions to elicit students' participation in the session. After the treatment, the BPAQ were re-administered to the experimental groups. The instrument was disguised by reshuffling before they were re-administered. This was done on the eight week of treatment. The researchers monitored the exercise and made sure the students were under the same conditions and then, collected all completed questionnaire. The students' responses were scored and data generated were collected for statistical analysis. The data related to the research questions were answered using mean and analysis of covariance (ANCOVA) was used in testing the hypotheses at 0.05 levels of significance.

Results

Research Question 1: What is relative effectiveness of Self-management and self-instruction techniques on secondary school students' aggressive behaviour using their pretest and posttest scores?

Techniques	N	Pretest Mean	Posttest Mean	Lost mean	Remarks
Self-management	40	57.73	28.95	28.78	More Effective
Self-instruction	77	58.32	28.95	29.30	

In table 1, it was observed that the students treated with self-management technique had pretest mean score of 57.73 and posttest mean score of 28.95 with lost mean 28.78 in their aggressive behaviour, while those treated with self-instruction technique had pretest mean score of 58.32 and posttest mean score of 28.95 with lost mean 29.37 in their aggressive behaviour. With both of the techniques having posttest mean scores below the norm of 34.86, and very narrow difference in their lost means, but self-instruction technique is more effective in reducing aggressive behaviour among students.

Testing the Null Hypotheses

Ho1 & Ho2: There is no significant difference in the effectiveness of self-management and self-instruction techniques on secondary school students' aggressive behaviour using their posttest mean scores.

Table 2: ANCOVA on the posttest Aggressive behaviour mean scores of students treated with self-management technique and those treated with self-instruction technique

Source of variation	SS	df	MS	Cal. f	Cal. f	Decisions
Corrected Model.	.1462	2	1615.641			
Intercept	1581.219	1	879.177			
Pretest.	146	1	71.108	.000	.993	NS
Treatment Models	.001	1	3231.264			
Error	755.64674	74	24.960			
Total	65281.000	77				
Corrected Total	755.79276	76				

Table 2 shows that at 0.05 level of significance, 1 df numerator and 76 df denominator, the calculated F is 0.00 with P value of 0.993 which is greater than 0.05, the first null hypothesis is accepted. So, there is no significant difference in the effectiveness of self-management and self-instruction techniques on secondary school students' aggressive behaviour.

Discussion

The study revealed that the self-management and self-instruction techniques were effective in reducing secondary school students' aggressive behaviours. The experimental groups were taught self-management and self-instruction techniques to manage aggressive behaviour after which the experimental groups; self-management and self-instruction techniques showed a significant difference in aggressive behaviour post test scores. The findings also show that self-instruction technique is more effective in reducing aggressive behaviour than self-management technique. The finding of the study pointed out that there is no significant difference in the relative effectiveness of self-management and self-instruction techniques in reducing secondary school students' aggressive behaviour. Both self-management and self-instruction techniques were relatively effective in the reduction of aggressive behaviour among secondary school students. These could be due to both techniques; behaviour modification technique which are based on the principle of modifying undesirable behaviour to a desirable one. This result is in accord with the findings of Nwaolisa and Olisakin (2013), who conducted a study titled effects of Cognitive Behaviour and Social Learning Therapies on Managing Adolescents' Aggression among secondary school students in Lagos Metropolis. Findings from the studies indicated that there was the relative effectiveness of cognitive restructuring and modelling in alleviating aggressive behaviour in secondary schools. Based on the findings, the researcher recommended that cognitive behaviour therapy and social learning therapy should be used to counsel adolescents on a continual basis. The findings that cognitive restructuring treatment had a more positive significant effect on psychological measures imply that people with traumatic experiences would benefit more from combined therapeutic procedures involving cognitive and behavioural orientations than treatment procedures involving only behavioural background.

Conclusion

The study investigated the relative effectiveness of utilizing self-management and self-instruction techniques in reducing aggressive behaviours among secondary school students. Based on the findings of the study, self-management and self-instruction techniques were

relatively effective in the reduction of secondary students' aggressive behaviours. Self-instruction was proven to be more effective in the reduction of aggressive behaviour among secondary school students, although, there is no significant difference in the effectiveness of self-management and self-instruction techniques on secondary school students' aggressive behaviour.

Recommendations

Based on the findings, the following recommendations are hereby made:

1. The use of self-management and self-instruction techniques has been shown to be effective on secondary school students' aggressive behaviours. It should be encouraged that practicing school Guidance and Counsellors should learn to use both techniques to assist students with aggressive behaviour
2. Since the use of self-management and self-instruction techniques had proved effective in reducing aggressive behaviour of students, seminars and workshops should be organized by State and Federal Ministries of Education for secondary school teachers and counsellors on the application of the two techniques for effective control of the students with noticeable aggressive behaviour.
3. The government and school management should ensure adequate provision for the required instructional materials that will enhance the use of the self-management and self-instruction techniques for improved proper conduct and good behaviour of secondary school students.
4. The teachers' preparatory institutions should endeavour to adapt the use of the self-management and self-instruction techniques in teaching and learning process. This will assist the trainees who are going to be future teachers to acquire skills in the use of such instructional methods on completion of their training.

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