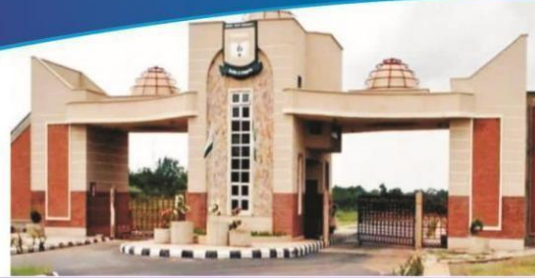


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## EFFECT OF TIME-OUT COUNSELLING TECHNIQUE ON CLASSROOM AGGRESSIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN MINNA EDUCATIONAL ZONE, NIGER STATE, NIGERIA

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### Abstract

*This study examined the effect of time-out counselling technique on classroom aggressive behaviour among secondary school students in Minna educational zone of Niger State, Nigeria. Two (2) null hypotheses were tested. Pre-test and post-test quasi experimental design was employed for this study. The population consisted of fifty-six (56) identified students with classroom aggressive behaviour from Senior Secondary School II. The sample size of twenty (10) students with high incidence of classroom aggressive behaviour as indicated by their scores on the instrument tagged Bussy-Perry's Aggressive Behaviour Scale exhibited by Students was used to select the participants through purposive sampling technique. Data collected was analyzed using paired sample t-test at 0.05 alpha level of significance. The findings revealed that time-out counselling technique had significant positive effects on physical and verbal dimensions of classroom aggressive behaviour among senior secondary school students with  $t=13.89$ ,  $t=16.50$  and  $p=000$  which is lower than at 0.05 level of significance. Based on these findings, it was recommended that School counsellors, School psychologists, psychotherapists should be courageous enough to used time-out counselling techniques in handling classroom aggressive behaviour among senior secondary school students.*

**Keywords:** Time-out Technique, Physical, Verbal and Classroom aggressive Behaviour.

### Introduction

Classroom aggressive behaviour is a major school problem affecting children and adolescents in all parts of the world. The serious consequences of classroom aggressive behaviour have generated considerable amount of attention from the median and the public, as well as educators, school officials, researchers,

practitioners and lawmakers in recent years, classroom aggressive behaviour is considered as one of the principal sources of teaching and learning problems. It affects a teacher's ability to function effectively and these behaviours sometimes significantly interfere with the learner's own learning and that of others in the class. These aggressive students lack proper concentration in the classroom activities and they exhibit both physical and verbal aggression, such as fight, abuse and calling of names.

Failure to address these classrooms aggressive (physical and verbal) behaviours compromises the learning environment whereby academic activities are interrupted, curriculum content not covered; teacher's authority undermined, and most importantly, decrease the opportunities for the effective teaching and learning in the classroom. In the light of the pressure of classroom aggressive behaviour places on teachers and the students, it is important to device appropriate techniques to modifying these behavioural problems in order to enhancing the teaching and learning environment.

Students with classroom aggressive behaviour socially lack the skills to control their aggressive behaviour and these aggressive students lose opportunity to participate in classroom activities and their physical and verbal aggressive behaviour interrupt the teaching and learning process, making classroom activities uneasy for the teacher and may cause loss of concentration. This however, could increase other learning difficulties among students.

Classroom aggressive behaviours are manifestations of behaviour that can cause harm to oneself and others. They are expressed by students in various forms which could be broadly categorized into physical and verbal aggressive behaviour. Classroom aggressive Physical dimension involves harming others through hitting, kicking, stabbing, pushing, grabbing, biting, while Classroom aggressive verbal dimension involves inflicting pains through the use of words for such as yelling, screaming, name calling and use of abusive words (Bushman & Huesmann, 2010).

For students to be successful in inclusive settings, their classroom behaviour must be consistent with teachers' demands, academic expectation to promote teaching and learning process of the learners, any meaningful learning and socialization with peers. An appropriate academic, social, and behaviour skill is required to allow students to become part of the classroom activities, the school and the community. Unfortunately, for reasons both inside and outside the classroom, the behaviour of some students may interfere with learning and socialization of their classmate. It is necessary for teachers to know and understand how to alter classroom aggressive behaviours for purpose of gainful academic exercises, most of the school teachers respond to these classroom aggressive behaviours differently. These responses include; corporal punishment, time-out, withdrawal of privileges and suspension from school (DeWall & Anderson, 2011).

Sometimes parents or guardians are invited for dialogue, but still students exhibit classroom aggressive behaviours, despite the device measures, this is for the obvious fact that these students constitute a nuisance for themselves, fellow students, teachers, management of schools and to a larger extent the school community. In some situations, teachers simply avoid these students or have very little to do with them. Other teachers are ignorant of the fact that these students need help, while other teachers are actually at a loss as to what to do with them or how to help them.

Classroom aggressive behaviour as a sub-set of school violence among school students occurs in many schools across the globe (Mc Eacherin, Kenny, Blake & Aluede. 2005). According to American Psychological Association (2012) and UNESCO (2021) reviewed the statistics of classroom aggressive behaviour to be approximately 40% to 80% among school children and adolescents

In Nigerian, the prevalent rate of classroom aggressive behaviour has not been fully established though Egbochukwu (as cited in Owuamanam & Makinwa, 2015) has revealed that in Benin City, Nigerian almost four in every five participants reported to has one dimension of classroom aggressive behaviour such as physical, verbal, relational and cyber

In a nationwide survey of school disruptive/aggressive behaviour in Nigeria conducted by the Nigeria Protection Analysis (2021), it was revealed that physical violence and psychological violence accounted for 85% and 50% respectively of the bulk of violence among children in schools. Several evidences had shown

through systematic observations and reported cases from teachers to the principals and Para-counsellors of classroom aggressive behaviour among students in Minna educational zone of Niger State, the most prevalence cases within the educational zone comprises of physical aggressive behaviour which involves hitting, pushing, kicking etc and verbal aggressive behaviour like heasing, threatening, spreading rumors and calling of names (Warburton & Anderson, 2015)

Therefore teachers' knowledge of behaviour modification technique is very important for effective teaching and learning process, because it enables the teacher to help students with classroom aggressive behaviour. The modification of classroom aggressive behaviour is a crucial aspect of teaching and learning process because if classroom control is weak or inadequate, effective teaching and learning cannot take place.

This necessitated the need to examine the efficacy of other techniques of coping with these classroom aggressive behaviours to enhance teaching and learning process and to promote acceptable classroom behaviours. Giving students' intervention with social skill training and time-out counselling techniques on classroom aggressive behaviours on how to overcome physical and verbal tendencies that could bring about what conventional measures could not achieve. Because these techniques are meant to be orientations and educative, devoid of threats and punishments, the method could bring about desired changes.

Time-out is taking a disruptive child from a desirable action or environment to a less desirable place; Time-out gives a student the chance to calm down. It is an effective non-violent way to shape behavior. In time-out, the student sits in solitude for a few moments with no attention of any sort whether negative or positive from the teacher or relevant others. It provides the student with the opportunity to cope with frustration and modify his/her behaviour that is inappropriate, inadequate or unacceptable.

### **Statement of the Problem**

Education is generally regarded as one of the major instruments that influences one's life in terms of social and economic aspect. Students go to school to learn and when such learning does not take place as a result of classroom aggressive behaviour, the aim of education is defeated. Thus, school plays an important role in the development of the individual. Schools are institutions established for teaching and learning process for effective individual and collective personality development, knowledge, aspiration, positive attitudes, skills and human interpersonal enhancement; these can only be achieved in a safe and conducive classroom environment that is free from both physical and verbal aggression such as intimidation, humiliation, harassment, fight, insult and fear. Student's classroom aggressive behaviours ranged from low-level nuisances to severe classroom aggressive behaviour that are capable of disrupting free flow of teaching and learning activities of the learners. Concisely, classroom aggressive behaviour is "an activity that causes distress for teachers, physical pains, emotional disturbance, interrupts the learning process which could lead to teachers continuous comments to aggressive student". Or any "activities which disrupt and impede teaching and learning processes that is involving physical and verbal aggressive behaviour", some secondary school teachers have repeatedly ranked classroom aggressive behaviour as one of the most serious hurdles in effective teaching and learning process in the classroom.

Evidence has shown through extensive literature review that punishment has been used to change bad behaviour. However, some of these behavioural problems still persist. Classroom aggressive behaviour as a social and academic problem needs to be given serious attention. The researcher has observed as a class teacher for ten (10) years and during his visit to schools for teaching practice supervision, several reports of classroom aggressive behaviour. There are different forms of classroom aggressive behaviour, the school authority devices a means for curbing these classrooms aggressive behaviour such as punishment of different kinds, suspension and expulsion. But despite all these measures, classroom aggressive behaviour among secondary school students is still rampant in classroom activities or teaching and learning process.

Therefore, there is the need for empirical studies to unveil technique that would help in addressing classroom aggressive behaviour most especially in teaching and learning situation among senior secondary school students in Minna educational zone of Niger State. These observations and several reported cases of

classroom aggression in schools most especial in the study area prompted the researcher into this study in order to minimize to its barest level the above-stated impediments to smooth classroom management and achievement of educational goals. It is against this background that the study is aimed at ascertaining the effect of time-out techniques on classroom (physical and verbal) aggressive behaviour among senior Secondary School Students in Minna educational Zone, Niger State, Nigeria.

### Objectives of the Study

The study sets out to achieve the following objectives:

1. Examine the effect of time-out counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.
2. Examine the effect of time-out counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

### Hypotheses

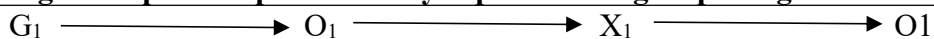
The following hypotheses were tested:

1. There is no significant effect of time-out counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.
2. There is no significant effect of time-out counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

### Methodology

Quasi experimental design involving pre-test post-test only experimental group design will be adopted for this study. This design allows the experimenter (researcher) under controlled conditions to manipulate two independent variables which is time-out counselling technique and observe their effects on classroom aggressive behaviour (Lambert, 2019). The quasi-experimental design is graphically represented as follow:

**Figure 1: pre-test post-test only experimental group design**



Source: Lambert (2019)

Where:

G<sub>1</sub>= Treatment group two (Time-out counselling Technique)

O<sub>1</sub> = Pre-test to administer to Treatment group two (TO)

X<sub>1</sub>= Treatment with (Time-out Counselling Technique)

O<sub>1</sub> = Post-test Treatment group two (Time-out Counselling Technique)

The population of this study was made up of 893 senior secondary school students (SSS II) in Minna educational zone and two schools were selected for the study with population of one-hundred and forty-six (146) (SSS 11) and seventy-two (72) were identified with classroom aggressive (physical and verbal) behaviour in Minna education zone of Niger State using Physical aggressive and verbal aggressive segments of Buss-Perry Scale (1992). The choice of the SSS II students was guided by the notion that (SSS 11) are relatively stable with their academic activities and adjusted to the school environments compared to SSS I and SSS III students.

However, the total number of SSS II students identified with classroom aggressive behaviour in the two sampled schools were fifty-six (56) and as presented in table 3.1:

**Table 3.1: Shows the Name of Schools and their Population**

S/No	School	Name of the School	No. of Students with Aggressive Behaviour
1.	School A	A.D.S.S Paiko	23
2.	School B	G.D.S.SMaitumbi Minna	33

The sample size for this study was twenty (20) (SSS 11) students selected from students identified with

classroom aggressive behavior through the used purposive sampling technique. After the selection, the researcher assigns ten (10) respondents for time-out counselling technique treatment group. According to Ezhumalai (2018), the number for treatment group can be ranged from 8-12 participants, the table 3.2 presents the sampled senior secondary schools selected to participate in this study with the total number of SSS II students identified with classroom aggressive behavior and sample selected from each school.

**Table 3.2 Shows the Distribution of Samples in the Two Schools**

School	Group	Treatment	No. of samples
School	Experimental Group	Time-out Counselling Technique	10

The instrument for data collection in this study was adapted from Buss-Perry (1992), with little modification, titled “Classroom Aggressive Behaviour Questionnaire (CABQ). The instrument contained 10 items with rating scale of four points that is: 1=Does not Reflect my Behaviour (DRB); 2=Rarely Reflect my Behaviour (RRB); 3= Sometime Reflect my Behaviour (SRB); 4=Always Reflect my Behaviour (ARB). The instrument consists of section A and B. Section A sought information on demographic information such as name of the respondent, address/school, age and sex of the respondents (male or female); directions on how to fill the instrument. While section B covered items of the instrument consisting of twenty (10) items with 4-point Likert type of the rating scale for each item to assess classroom aggressive behaviour of an individual student. In modifying the instrument, the items were decreased from 25 to 10 to accommodate only classroom aggressive behaviour peculiar to physical and verbal.

This instrument was used before and after the treatment sessions of time-out counseling techniques to the group by the researcher with an interval of weeks 12 weeks between pre-test and post-test of the sampled group in order to find out whether or not there exists an effect of time-out counseling technique on physical and verbal aggressive. Scoring of Instrument, the minimum score is  $1 \times 20 = 20$  and maximum score is  $4 \times 20 = 80$ . The instrument has four columns of 1, 2, 3, and 4 marks allotted respectively.

Data collected for this study were analyzed using inferential statistical methods. The inferential statistics of sample pair t-test was used to test the null hypotheses formulated for this study. Sample Paired t-test was used to test hypotheses 1 and 2, at 0.05 level of significance

### Results And Discussion

In this section, two hypotheses were formulated to guide this study. These hypotheses were tested using t-test statistics with probability of retaining or rejecting the hypotheses at  $P \leq 0.05$

**Hypothesis one:** There is no significant effect of time-out counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

**Table4.16: t-test Comparison of the Mean Responses at Pretest and Posttest on Time-Out Counselling Technique on Classroom Physical Aggressive Behaviour**

Variable	N	Df	Mean	Std Dev	t-value Cal	Sign level (p)
Pretest Time-Out (Physical)	10	9	28.90	2.02	3.500	0.000
Posttest Time-Out (Physical)			20.00	.000		

Significant at 0.05 level of significance

Table 4.3 shows the t-test Comparison of the mean responses at pretest and posttest on Time-out counselling technique on classroom physical dimension of aggressive behaviour among senior secondary school students. From the table, the mean response of the respondents at pretest 28.90 and standard deviation of 2.02 while mean response of the respondents at posttest 20.00 and standard deviation of .000 with Degree of freedom =9,

$t=13.89$ ,  $p=0.000$  which is lower than at 0.05 level of significance. This indicates that there is significant effect of classroom aggressive Time-out counselling technique behaviour. Thus, the null hypothesis which states that there is no significant effect of Time-out counselling technique on classroom physical dimension of aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria was rejected.

**Hypothesis Two:** There is no significant effect of time-out counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational Zone of Niger State, Nigeria.

**Table 4.4: t-test Comparison of the Mean Responses at Pretest and Posttest on Time-Out Counselling Technique on Classroom Verbal Aggressive Behaviour**

Variable	N	df	Mean	Std Dev	t-value Cal	p
Pretest Time-Out (Verbal)	10	9	31.50	2.54	16.50	0.000
Posttest Time-Out (Verbal)			18.30	2.45		

Significant at 0.05 level of significance

Table 4.3 shows the t-test Comparison of the mean responses at pretest and posttest on Time-out counselling technique on classroom verbal dimension of aggressive behaviour among senior secondary school students. From the table, the mean response of the respondents at pretest 31.50 and standard deviation of 2.54 while mean response of the respondents at posttest 18.30 and standard deviation of 2.45 with Degree of freedom =9,  $t=16.50$ ,  $p=0.000$  which is lower than at 0.05 level of significance. This indicates that there was significant effect of Time-out counselling technique on classroom verbal dimension aggressive behaviour. Thus, the null hypothesis which states that there is no significant effect of Time-out counselling technique on classroom verbal dimension of aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria was rejected.

### Summary of Major Findings

Base on analysis of data and test of hypotheses, the following are summary of findings:

1. There is significant positive effect of time-out counselling technique on classroom physical aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria.
2. There is significant positive effect of time-out counselling technique on classroom verbal aggressive behaviour among senior secondary school students in Minna educational zone of Niger State, Nigeria.

### Discussion

This study sought to find measures of reducing classroom aggressive behaviour among senior secondary schools' students. The treatment technique (time-out counselling technique) was experimented on one experimental group of ten per group. The results of the experiment at post treatment level indicated that the use of time- out counselling technique as treatment technique is effect in reduce students' physical and verbal dimensions of classroom aggressive behaviour.

Similarly, the finding of this study was in line with the study of Ogunwole (2016) who worked on the Effects of Token Economy and time-out counselling techniques on Disruptive classroom communication Behaviour among secondary school students in Zaria Metropolis. The study employed a quasi-experimental pre-test post-test control group design. The purposive sampling technique was used to select three private secondary school both Zaria and Giwa Local Government Area, while thirty-six students were also purposively selected to participate in the study during the third term of 2014/2015 academic session. Paired sample t-test

and ANCOVA were used in testing hypotheses. Four of the hypotheses 1,2,3, and 5 were rejected while hypothesis 4 was retained. The result of hypothesis one revealed that Token economy counseling technique has significant effect in reducing Disruptive classroom communication behavior of secondary school students (p-value  $0.000 < 0.05$ ). The result of hypothesis two showed a (p-value  $0.000 < 0.05$ ) indicating that time-out counseling technique has significant effect in reducing Disruptive classroom communication Behaviour. The result of hypothesis three revealed that the hypothesis was rejected and showed both techniques did not significantly differ in their effects (p-value  $0.000 < 0.05$ ) on Disruptive classroom communication behavior among others.

These findings agree with the findings of Donaldson and Vollmer (2011) Using four subjects wanted to find out the difference in the effect of time-out with release and without release. In release the culprit served time-out for a period of time while in non-release, the subject served time-out for the whole period of the class lesson. Their findings revealed that both type of time-out is effective in treating problem behavior. At the post-test level, when mean scores of those exposed to time-out treatment was compared to that of the control group, the result revealed a significant difference, indicating that time-out can be used to reduce disruptive classroom behaviour of students. The findings of this study are relevance to the one of theories in which the study was based, the theories of classical conditioning and of reinforcement propounded by B.F Skinner which states that positive or negative reinforcement could be used for maintaining or increasing the occurrence of a desired behaviour. Whereas positive reinforcement like reward, praise is presented for desired behaviour, negative reinforcement involves the removal of an undesired stimulate.

Furthermore, the findings are also in line with the principles of behaviour modification based on the principles of learning theory which maintains that every behaviour is an outcome of learning, that every behaviour can be modified with respect to its frequency, duration or intensity. Basically, the theory emphasizes that whatever behaviour is learnt or copied can be unlearned (Bandura, 1985) and this can undergo extinction with proper conditioning of the individual's environment. Bandura showed in his studies of imitation that children may learn new aggressive behaviour by watching violent/aggressive behaviour or they may learn that aggressive behaviour, either way, they are more likely to act aggressively. This explains clearly the result of the treatment in this study by exposed participants to TO counselling technique was effective, the finds also concur with the findings of Onukwafor (2013) and the of Anyebe (2016) respectively.

## Conclusion

Based on the findings of the study, it was concluded that time-out counselling technique had significantly positive effects in reduced physical and verbal dimensions of classroom aggressive behaviour of senior secondary school student in Minna educational zone of Niger State, Nigeria.

## Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. Since time-out counselling technique was effective in handling classroom aggressive behaviour, School Counsellors, Psychologists and others in the helping professions should exposed their clients with classroom aggressive behaviours to this technique.
2. Time-out counselling technique was effective in handling classroom aggressive behaviour, workshops, seminars, and conference should be organized for School counsellors and teachers so that they should be expose to the use of these counselling techniques.

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