

EFFECT OF TIME-OUT TECHNIQUE ON VERBAL AGGRESSIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN GIWA EDUCATIONAL ZONE, KADUNA STATE, NIGERIA

YUNUSA UMARU PhD, EDEBOR FLORENCE PhD & AHMAD BABA MUHAMMAD

¹Department of Educational Psychology and Human Development, A. B. U. Zaria.

²National Teachers Institute, Portharcourt Study Center, Rivers State, Nigeria.

³Department of Counselling, Educational Psychology and Human Development, Taraba State
University, Jalingo.
Yugb@Yahoo.Com

Abstract

This study investigated the effect of time-out technique on verbal aggressive behaviour among secondary school students in Giwa Educational Zone, Kaduna State, Nigeria. Two (2) research questions, hypotheses guided the study. Pre-test/post-test quasi experimental design was used for this study. Population of the study comprised of 54 students identified with high aggressive behaviour from Government Secondary School Jama'a. Purposive Sampling Technique was used to select 20 students with the highest scores in physical and verbal aggression as the sample of the study based on their scores from the aggressive behaviour checklist. Aggressive behaviour questionnaire was administered to obtain pre and post-test scores data in the study. The instrument was validated and has a reliability of 0.805. Research hypotheses were tested using paired sample t-test and independent t-test at 0.05 alpha level of significance. Findings of the study revealed that: there is significant effect of Time-Out technique on verbal aggression ($p=.000$) among secondary school students in Giwa educational zone of Kaduna State. Findings further revealed that: there is no significant gender difference on effect of Time-Out technique on verbal aggression ($p=.908$) among secondary school students in Giwa Educational zone of Kaduna State. Thus, it was concluded that Time-Out technique is effective in reducing verbal aggression among secondary school students. It was also concluded that Time-out technique is effective for both male and female students. It is recommended that Psychologists and Counsellors through seminars and workshops should expose and train Teachers, School administrators and Parents on the use of Time-out technique in reducing verbal aggression among secondary school students.

Keywords: Time-out Technique and Verbal Aggressive Behaviour

Introduction

Aggressive behaviour has been defined from different perspectives. However, there appears to be an agreement among these definitions that aggressive behaviour is any deliberate act intended to cause harm on another person. Myers (2015), defines aggressive behaviour as any physical or verbal behaviour intended to hurt someone. Physical aggression is any form of hostile behaviour with the sole aim of causing bodily damage such as fighting, bullying, vandalism, torturing, harassing, molesting, destruction, gangstarism, stabbing, shooting and raping, verbal aggression includes behaviours such as insulting with bad language, unnecessary display of anger, threatening and being sarcastic all in order to cause emotional and psychological pain such as threatening, intimidating others and engaging in malicious teasing and

name-calling (Sameer & Jamia, 2017).

Secondary school students are faced with varying degree of problems as they grow and interact with their environment. They either learn adaptive or maladaptive modes and ways of reacting to experiences in their environment. One of these maladaptive modes of reaction is through aggressive act which violates social norms, rules and regulations, damages the peace of school and affects other students in school. As a result, secondary schools are currently characterized by a lot of disciplinary problems as physical and verbal aggression seems to be the most common negative behaviour among male and female secondary school students (Alude, 2017). These behaviours negatively affect teaching and learning. Although many students occasionally exhibit aggressive and antisocial behaviours in the course of development, an alarming increase is taking place among significant number of male and female students who confront their parents, teachers, and schools physically and verbally with series of intimidation, persistent threatening and destructive behaviours (Shinn, Ramsey, Walker, Stieber & Neill, 2017).

Time-out from positive reinforcement, is a behaviour reduction procedure whereby access to the sources of reinforcement are removed for a period of time following the occurrence of maladaptive or antisocial behaviours (Nelson & Rutherford, 2011). This intervention procedure may be implemented at several different levels, ranging from planned ignoring to seclusion (Nelson & Rutherford, 2011). Research has shown time-out to be effective with children with moderate to severe behaviour problems, but many factors appear to influence its success, including the level of time-out used, how it is applied, the schedule under which it is administered and the concurrent use of other behaviour enhancement and reduction interventions (Gast & Nelson, 2013; Rutherford, 2015).

Statement of the Problem

Schools are institutions designed for effective teaching and learning, modelling, character and personality development, enhancement of positive attitudes and interpersonal human skills. Without any doubt, effective teaching and learning can only take place in a conducive environment where students and teachers are free of intimidation, harassment, insecurity and fear. For teaching and learning to be successful, the surroundings should be made accommodating and free from all forms negative or maladaptive behaviours such as physical and verbal aggression. Unfortunately, aggressive behaviour appears to be very common among male and female students in secondary schools as violent deeds within the school setting are now on the increase. These violent behaviours include different forms of physical aggression among male students ranging from physical combat, bullying, display of anger, insulting others, threatening/intimidating of teachers and other students, going around with weapons such as knives, malicious teasing, name callings, writing hurtful and hateful messages on wall and verbal aggression among female students such as insulting other people's character, competence, background and physical appearance, maledictions, teasing, threats, swearing, nonverbal emblems, rejection of others, mocking, spreading gossip, taunting and use of words or gestures to cause psychological harm. This problem might be due to the continuous increase in the population as well as the aggressive tendencies of the students. As a result, students exposed to these forms of negative behaviours may find it difficult to successfully adjust in the school which can lead to academic underachievement, underperformance and Dropout. These students may also influence their peers and classmates negatively which may cause them to exhibit different types of aggressive behaviours such as fighting, bullying, insulting others, threatening and intimidating others, going around with weapons, malicious teasing and name callings. This problem above affect students in terms of their academic, emotional and social adjustment which also results in loss of

instruction time thereby affecting the valuable time of teaching and learning activities that will lead to academic and all round success of the students. Over the years, efforts have been made by stakeholders to tackle this problem among students but all efforts seemed to prove abortive and the problem of aggression still persists among students. It is against this backdrop that the researcher deems it appropriate to investigate the effects of time-out technique on verbal aggressive behaviour among junior secondary school students in Giwa educational zone of Kaduna state, Nigeria.

Research Questions

Based on the stated objectives, the following research questions were raised:

1. What is effect of Time-Out Technique on verbal aggression among secondary school students in Giwa educational zone of Kaduna State?
2. What is the gender difference in effect of Time-Out Technique on verbal aggression among secondary school students in Giwa educational zone of Kaduna State?

Hypotheses

Based on the stated objectives of this study, the following hypotheses were tested:

H₀₁. There is no significant effect of Time-Out Technique on verbal aggression among secondary school students in Giwa educational zone of Kaduna State.

H₀₂. There is no significant gender difference in effect of Time-Out Technique on verbal aggression between pre-test/post-test mean scores among secondary school students in Giwa educational zone of Kaduna State.

Methodology

The research design used for this study is pre-test/post-test Quasi-experimental design. This is because pre-test/post-test quasi-experimental design is used to establish cause and effect relationship (Kolo, 2003). Population of this study is made up of JSS2 students of Government Secondary School Jama'a who were identified with high physical and verbal aggressive behaviour in Giwa educational zone of Kaduna State using the aggressive behaviour checklist. This population comprises of both male and female students. The selection of JSS2 students is based on the premise that they are the most stable set of students and can be followed up in the research if the need arise. JSS1 and JSS3 students are not part of the population this is because JSS1 students are new and JSS3 students are about to graduate to senior secondary school. The number of JSS2 students identified with high physical and verbal aggression were 54 students and 20 students with the highest scores were selected. This selection was based on the suggestion of Abdulsalam (2008), that recommended the number for treatment can range from 15 to 20.

Purposive sampling technique was used to select 20 students with the highest scores as the sample for this study using the aggressive behaviour checklist and those students qualified for treatment. Purposive sampling technique was also used to select Government secondary school Jama'a as the sample for this study and the participants were selected based on their scores from the aggressive behaviour checklist. The selection of Government secondary school Jama'a students was based on the fact that the school reported high cases of aggressive behaviour among the students over the years. The sample of this study comprises of all JSS2 GSS Jama'a students identified with high physical and verbal aggressive behaviour in Giwa educational zone of Kaduna State using the aggressive behaviour checklist.

The instrument used in this study were Aggression Scale by Orpinas and Frankowski (2001) and Aggressive Behaviour Questionnaire (ABQ) developed by Buss and Perry (1992). The aggression Scale has 10 items measuring symptoms of aggression and it was used as a checklist to screen participants. It

was measured on a 6 point scale ranging from 1 to 6. The total score ranges from 0 to 60. A score of 0-20 = Rarely aggressive, 21-40 = moderately aggressive and 41-60 = highly aggressive. The researcher targeted those students with high aggressive tendencies from 41 and above based on the assumption that those with low and moderate aggressive tendencies can be easily handled and corrected by classroom teachers and those with high aggressive tendencies may require the use of behaviour modification technique to manage these behaviours. The Aggressive Behaviour Questionnaire (ABQ) developed by Buss and Perry (1992) contains 20 items. It consists of two sections. Items 1-10 measure physical aggression and items 11-20 measure verbal aggression. The instrument is a five point Likert scale ranging from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1) representing the feelings of secondary school students on Aggressive Behaviour. This instrument was used to administer both the Pre-test and Post-test in order to determine the effect of Time-out technique on Physical and Verbal Aggression among the Students. In order to ascertain the validity of the instruments, the researcher submitted copies of the instrument to the supervisors for validation. Other lecturers and experts in the field of Educational Psychology from the Department of Educational Psychology and Counselling were provided with the copies of the instruments for validation in order to determine their content validity and relative appropriateness for the study.

The researcher collected an introductory letter from the Department of Educational Psychology and Counseling, A.B.U., Zaria addressed to the Kaduna State Ministry of Education, Giwa Educational zone and an introductory letter was obtained from the Ministry. The introductory letter was addressed to the Principals of G.S.S Jama'a and G.S.S Shika in order to obtain access and carryout the research. After gaining access to the school, the researcher tried to establish a good relationship with the students by introducing himself as a researcher and explained his reason for coming to them. The researcher explained to the students the purpose of the research and also told the respondents that there are no right or wrong answers. The researcher solicited the students for their support and maximum cooperation and also feel free to offer genuine and honest feedback. The aggressive behaviour checklist was administered to all the JSS2 students in GSS Jama'a along with instructions and guidelines on how to respond. The checklists were administered by the researcher and those checklists were retrieved instantly. The checklist was used for identification and selection of students with high aggressive tendencies. After the scoring of the checklist, 20 students with the highest scores were selected for the study and those students qualified for treatment. The Data collected for this study were in three phases; the Pre-test, Treatment and Post-test. After the scoring of the checklist, 20 students with the highest scores were selected for the study and those students qualified for treatment. The researcher administered the aggressive behaviour questionnaire as Pre-test to the selected students in the school. The students responded to the questionnaire in their classes. The researcher went round the classes and gave clarifications on the items where and when it demanded or the need be. At the end of the exercise, the researcher retrieved the instruments from the students. The researcher personally marked and scored the students' responses on the questionnaire and this served as the first phase (pre-test) of data collection for the study. The scores of the pre-test were kept safe by the researcher which were later compared with the Post-test scores after treatment.

Treatment session lasted for a period of six weeks and each week consisted of two sessions making a total of eleven sessions for the treatment. Each session lasted for a period of 40 minutes. The participants were exposed to treatment of time-out technique. Treatment: Time-out Technique^{1st} session: Establishing the relationship. 2nd session: Concept and types of time-out technique. 3rd session: Concept and types of

aggressive behaviour. 4th session: Review of last session and also remind the group members on the class rules. 5th session: A review of the previous session disadvantages of aggressive behavior. 6th session: Effects of aggressive behaviours on Teachers and Students. 7th session: A review of last session was made and homework was given to Students. 8th session: The home work given at the end of the 7th session was collected 9th session: Discussion on Misconception and safety measures in the classroom. 10th session: General review of previous session was done and 11th session: Revision. This served as the second phase (treatment) of data collection for the study. The aggressive behaviour questionnaire was re-administered to the students in the treatment group immediately after the final treatment session. The researcher administered the test and this served as the final phase (Post-test) of data collection for the study. The scoring was carried out by the researcher and the scores were submitted for analysis. The data collected by administering the research instrument were analyzed using inferential statistics. Paired sample t- test was used to test hypotheses 1 and 2, while independent sample t-test was used to test hypotheses 3 and 4. All the hypotheses were tested at 0.05 level of significance. The SPSS version 26.0 was used to carry out the entire data analysis. Tables were used for adequate presentation and analysis of data for this study.

Results

Hypothesis One: There is no significant effect of Time-Out Technique on verbal aggression among secondary school students in Giwa Educational Zone of Kaduna State.

Table 1: t-test statistics of pretest and posttest data on the effect of Time-Out Technique on verbal aggression among secondary school students

Groups	N	Mean	SD	T	Df	P
Pretest	20	33.92	6.34	11.22	19	.000
Posttest	20	20.40	3.73			

Table 1 shows significant effect of Time-Out Technique on verbal aggression among secondary school students in Giwa Educational Zone as indicated by mean score of 33.92 for pre-test and 20.40 for post-test, $t = 11.22$ and $p = .000$ which is lower than 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant effect of Time-Out Technique on verbal aggression among secondary school students in Giwa educational zone of Kaduna State is hereby rejected.

Hypothesis Two: There is no significant gender difference on effect of Time-Out Technique on verbal aggression between Male and Female secondary school students in Giwa educational zone of Kaduna State.

Table 1: t-test statistics of pretest and posttest data on gender difference in the effect of Time-Out Technique on verbal aggression among secondary school students

Gender	N	Mean	SD	T	Df	P
Male	10	20.50	2.75	.117	18	.908
Female	10	20.30	4.66			

Table 2 shows independent t-test that was conducted to find out gender difference on the effect of Time-Out Technique on verbal aggression between male and female secondary school students in Giwa Educational Zone of Kaduna State. According to the results, there is no significant difference on the effect of Time-Out Technique on physical aggression between male and female secondary school students in Giwa educational zone as indicated with mean scores of 20.50 for male students and 20.30 for female

students, $t = .117$ and $p = .908$ which is higher than 0.05 level of significance. The null hypothesis which states that there is no significant gender difference on the effect of Time-Out Technique on physical aggression between male and female secondary school students in Giwa educational zone of Kaduna State is hereby retained.

Discussion of Findings

The findings of this study revealed the significant effect of Time-Out Technique on verbal aggression among secondary school students in Giwa educational zone of Kaduna State. This finding agrees with the findings of Narges (2011). The study investigated the effects of time-out technique on decreasing verbal aggression and increasing self-esteem among male adolescents under Orphanage support centers in Tehran city. The results of covariate and repeated decreased significantly the amount of verbal aggression in these adolescents. Similarly, the findings of the study of Haruna. (2015), who sought to find the shortest effective duration(s) of time-out necessary to reduce sibling aggression revealed that Time-out technique is a ubiquitous intervention strategy used to reduce problem behaviours and a 1-min Time-out may be sufficient for low-level sibling aggression in children. This finding is also in line with the findings of Shirin, Rahman and Mitra (2010). The purpose of their study was to investigate the effectiveness of time-out technique on reducing level of aggression in high school students and the result revealed that Time-out was able to decrease total aggression, aggressive behaviours and thoughts in high school students. This finding is in agreement with the findings of Seyedeh, Azar and Forogh, (2013). The aim of their study was to investigate the effect of Time-out on aggression of mild mentally retarded children at Ahvaz city. The results showed the positive effect of time-out technique on decreasing aggression of mentally retarded children.

The findings of this study also revealed that there is no significant difference on the effect of Time-Out Technique on verbal aggression among Male and Female secondary school students in Giwa educational zone of Kaduna State. This finding corroborates the study of Haruna (2015). The result showed that, there was no gender difference in the effectiveness of Time-Out technique in reducing aggressive behaviour of respondents; hence the technique had almost similar effect for both male and female students. In line with this, the findings of Anyebe (2016) revealed that Time-out technique is effective in reducing disruptive classroom behaviour among senior secondary school students but significant difference did not exist between male and female students exposed to Time-out technique. By and large, the findings of this study and other previous studies proved beyond reasonable doubts that Time-out technique is effective in reducing physical and verbal aggression among secondary school students in Giwa Educational zone. The result further revealed that Time-out technique is effective for both male and female students in reducing aggressive behaviour of respondents but there was no significant gender difference in the effectiveness of Time-Out technique in reducing aggressive behaviour of respondents. Hence the technique had almost similar effect but significant difference did not exist between male and female students exposed to Time-out technique.

Recommendations

The following recommendations are made based on the findings of this study:

1. Psychologists and Counsellors should expose and train Teachers, School administrators and Parents on the use of Time-out technique in reducing verbal aggression among secondary school students.
2. Seminars, Workshops and in-house training should be conducted by the government and school

management on the use of Time-out technique in managing verbal aggressive behaviour among students should be conducted and their use should be emphasized.

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