EFFECTS OF COGNITIVE RESTRUCTURING AND BIBLIOTHERAPY TECHNIQUES ON ANGER MANIFESTATION OF SECONDARY SCHOOL STUDENTS

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Umah, Simon Sunday, a postgraduate student in the Department of Educational Foundations, with registration number PG/Ph.D/09/52273 has satisfactorily completed the requirements for the degree of Doctor of Philosophy in Guidance and Counselling. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this or any other university.

_____   _____
Umah Simon Sunday   **Prof. I.C.S. Ifelunni**
Student   **Supervisor**

DEDICATION

This research work is dedicated to God Almighty.

ACKNOWLEDGMENTS

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ABSTRACT

The study investigated the effects of cognitive restructuring and biliotherapy techniques on the reduction of anger manifestation of secondary school students. The study was guided by four research questions and two null hypotheses tested at 0.05 level of significance. A quasi-experimental design which adopted pretest and posttest, control group was used. The entire population of 41 identified aggressive students for the study was used as sample. This is because the number was not too large to manage. Subjects were assigned to each of the two treatment groups. Group A comprised 13 subjects (seven males and six females), and were assigned to cognitive restructuring technique, Group B comprised also 13 subjects (six males and seven females) and were assigned to bibliotherapy technique. Control group had fifteen subjects and was not given treatment. The research instrument used for data collection was a 25 item questionnaire titled anger behaviour inventory (ABI). The items were validated by three experts in terms of face validation. The reliability of the instrument was determined using Cronbach Alpha method. Based on the analysis, the result yielded internal consistency estimate of 0.94. Mean and standard deviation were used to answer the four research questions of the study while the Analysis of Covariance (ANCOVA) was employed to test the hypotheses at 0.05 significance level. The analysis of the data revealed the following findings: Students exposed to cognitive restructuring technique showed mean gain of -1.87 in terms of reducing their anger manifestation behaviour. Also, students exposed to bibliotherapy technique showed mean gain of -1.98 in terms of reducing their anger manifestation behaviour. The male and female students exposed to cognitive restructuring technique had mean gain scores of -1.78 and -1.98 respectively in reducing their anger manifestation behaviour. The male and female students exposed to bibliotherapy technique had mean gain scores of -1.99 and -1.98 respectively in reducing their anger manifestation behaviour. Based on the findings, it implies that experts in counselling should modify programme intervention in counselling service to include cognitive restructuring and bibliotheraphy techniques for reducing anger manifestation behaviour of students. It was recommended that the federal and state ministries of education should organize and sponsor workshops and seminars for educational psychologists, and guidance counsellors on how to implement cognitive restructuring and bibliotherapy techniques in reducing anger manifestation of students.

INTRODUCTION

Background of the Study

Anger as a strong feeling of dislike over something disrupts the enabling environment that is necessary for providing effective teaching and learning. Anger is actually designed to be a positive and constructive aid to survival. Gael (2000), said that anger is meant to provide human beings with vital boosts of both physical and emotional energy, just when they are most in need of either protection or healing. But it is hard to remember the positive nature of anger today. Not only is the media replete with stories depicting the awful power of uncontrolled anger, yet some men are pretending that they have risen above this powerful human emotion (Ingram, 2010).

Anger means the state of strong feeling of dislike over something, a situation or a person (Pius, 2002). Anger is a feeling related to one's perception of having been offended, wronged and a tendency to undo that wrongdoing by retaliation (Novaco, 2011). Novaco in the course of his definition recognized three modalities of anger: cognitive (appraisals), somatic-affective (tension and agitations) and behavioural (withdrawal and antagonism). Anger may have physical correlates such as increased heart rate, blood pressure, and levels of adrenaline and noradrenaline (Novaco, 2011). Melissa (2004) views anger as part of the flight response to the perceived threat of harm. The feeling of anger can

move a person to make conscious choice to show the displeasure to the behaviour of another threatening outside force.

Anger is a feeling state ranging in intensity from mild annoyance to full blown rage and fury (Ingram, 2010). Anger according to Charles (2009:2) is õan emotional state that varies in intensity from mild irritation to intense fury and rage.ö Like other emotions, it is accompanied by some physiological changes. When you get angry, your heart rate and blood pressure go up, as do the levels of your energy, hormones, adrenaline, and noradrenaline. As a working definition in this study, anger is a feeling state ranging in intensity from mild annoyance to full blown rage and fury of students.

Anger can be caused by both external and internal events. One could be angry at a specific person (such as a co-worker or supervisor) or event (a traffic jam) (Charles, 2009).The external expression of anger can be found in facial expressions, body language, physiological responses, and at times in public acts of aggression. Some animals in other to express their anger make loud sounds, attempt to look physically larger, bare their teeth, and stare. The behaviours associated with anger are designed to warn aggressors to stop their threatening behaviour. Rarely does a physical altercation occur without the prior expression of anger by at least one of the participants. While most of those who experience anger explain its arousal as a result of õwhat has happened to themö, Novaco,

(2011) points out that an angry person can be very well mistaken because anger causes a loss in both self monitoring capacity.

Anger appears to be on the increase and is becoming a way of life. For instance, the level of violence as a result of anger in the different homes, nations and the world over is alarming (Novaco, 2011).

In Enugu state, the expression of anger appears to be high among secondary school students. It has been observed by researchers like Ugwu (2009) that the rate of anger display in secondary schools in Enugu Urban of Enugu state is quite alarming and that students have resorted to seek relief from their anger through denial and repression, venting and verbally acting out. Students have also resorted to seek relief through resistance and suppression, seek revenge, blaming and complaining, avoidance and withdrawing from the source of anger, sensual indulgence to the point of addiction and physical violence. Obiukwu (2010) posits that the high rate of anger behaviour in schools in Enugu metropolis manifests in physical violence of students in most of the schools. The above assertion is in line with a report obtained from a Guidance Counsellor of a school during a preliminary investigation by the researcher where the Counsellor reported of the increasing cases of anger expression which he attends to daily. These include: studentsø destruction of other studentsø lockers and chairs and threatening others. In an earlier instance, Obe (2007) frowned at the high rate of anger expression found among the students in Enugu metropolis. He expressed worry over the rate

of physical assault and intimidation that some senior students and prefects mete out to their peers and younger ones as a result of anger. He explained that unless they curb the rate of anger expression, meaningful teaching and learning cannot take place.

Gender also plays an important role on anger behaviour. Gender is the condition of being masculine or feminine through one's behaviour (Sinclauir, 1996). This means there are behaviours meant for males and there are ones meant for females. For example, in the traditional Igbo society, males are expected to be strong and assertive while females are expected to be soft and sensitive (Guinand & Lemessa, 2000). Obasi (2004) refers to gender as many social and cultural constructed characteristics, qualities, behaviour and roles which different societies ascribed to male and female. But in the present study gender refers to socially learned behaviours and expectations associated with the manifestation of anger behaviour by male and female students. Researchers have focused attention on the relationship between gender and anger (Marx, Liebert, 2002). Male students have been found to be more aggressive than their female counterparts (Nwafor, 2000). It is for these points that the study investigated the effect of gender on anger behaviour of students

Anger has attracted so much out cry from all and sundry, because of the psychological consequences such as depression and low self-esteem. Educational consequences include fear of going to school, diminished ability to learn in school

among others. Anger disrupts the enabling learning environment needed for optimal and meaningful activities. Specifically, the victims abide in tension and stress-saddled learning environment to a point that some have school phobia, express anxiety, depression, physical illness, truancy, lying, absenteeism, low self concepts and diminished interest in school activities. For instance, Miller (2006), said that because some of such students fail constantly in the school exams, they often develop inferiority complex and a sense of worthlessness. In addition, their behaviours make them notorious among their peers and the general school community. They are equally under tension because they are not certain of the school management's decision about their unwholesome activities. The victims and their relations most of the time have opted for change of school and the likes.

Uncontrolled anger can, however, negatively affect personal or social well-being (Ingram 2010). Every body experiences anger and every body expresses it. The problem is not anger, per se but the mismanagement of anger. Anger according to this author is a natural and healthy human emotion when managed appropriately. But it can become the source of all kinds of various physical, mental, emotional, social and legal problems when not managed effectively.

Anger management according to Charles (2009), is the process of managing anger appropriately (in a non-violent and psychologically healthy way). Anger management is a technique that is employed to reduce both emotional feelings and the physiological arousal that anger causes (Spielperger, 2003).That is the primary

goal of counselling people with an anger problem. After a client acknowledges that he or she is angry, the counsellor can then help the client learn how to reduce the emotional and physiological impulses that anger generates and control its negative effects on himself or herself and others.

In order to curb the harmful effect of anger inappropriate manifestation of anger especially on learning, Oladele (2007) reported that teachers have applied different forms of punishment and other measures to manage anger behaviour. Such measures include flogging, scolding, manual work, kneeling down, standing up in the class, making the students to write impositions, suspension and expulsion. All these measures have not yielded expected positive outcome in anger reduction. The loopholes inherent in these control measures presently being used which lean on external imposition of control motivated the researcher to seek behaviour modification technique appropriate to the solving of anger manifestation problem, especially among secondary school students.

These students could be assisted to change using cognitive restructuring and bibliotherapy techniques. The choice of cognitive restructuring is motivated by its effectiveness in handling maladaptive behaviours (Ekennia, 1991), while the choice of bibliotherapy is based on its efficacy in managing behavioural problems as suggested by Gage (2001). Besides, individuals are capable of controlling their behaviours when taught how to and hence the result will be more lasting than

when applied by someone else. One fundamental basis of these techniques is the mobilization of the will power of the subjects involved.

Cognitive restructuring in the view of Essuman, Nwaogu & Nwachukwu (1990) is an attempt to teach a client how to reduce negative emotional reactions by getting him to interpret situations with greater accuracy. Cognitive restructuring otherwise called rational restructuring, is a technique derived from Albert Ellisø cognitive Behavioural Therapy (CBT) to revise irrational thinking. To put it in a popular language, the problem is to get the individual to avoid crooked thinking and think straight. Spielberger (2008: 26) explained that:

Cognitive restructuring means changing basically the way people think about things. This involves thinking more positively about a situation; avoiding terms like õalwaysö and õnever,ö which can be used to justify oneøs anger; using logic on oneøs self to prevent irrational behaviour; and learning to change oneøs approach, requesting rather than demanding.

Cognitive restructuring as a working definition in this study is the technique counsellor used to change basically the way students/clients think about things. This involves thinking more positively about a situation and avoiding terms like always and never which can be used to justify oneøs anger. The emphasis during therapy is to help a client modify his distorted perception of the world caused by his negative mental set. It is a technique to get the individual to eschew crooked thinking and think straight. The major task facing the therapist engaged in restructuring is how to modify the clients distorted

perception of the world because inaccurate interpretation of the realities of life arises from the nature of the mental set which a person brings to his experiences.

In a similar vein, bibliotherapy is also a behaviour modification technique that also employs the use of will power of the individual, works through the use of typed material containing detailed therapeutic instructions for the client to read and carry out (Okeke, 2002). Bibliotherapy is an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy (Henzynski, 2010).

Bibliotherapy according to Grabowsky, (2011) consists of the selection of reading materials for a student that have relevance to that person's life situation. The idea of bibliotherapy seems to have grown from the human inclination to identify with others through their expressions in literature and art. The understanding is that the typed materials given to the client contain all relevant instructions and the goals (arranged in stages), which the client is supposed to accomplish himself, and therefore should have no interaction with the counsellor. The idea is to allow the client to assume responsibility for his behaviour, the method equally provides for the individual's self-control (Grabowsky, 2011). In bibliotherapy, apart from setting goals, there is also a conscious plan by the individual to attain such goals. The goals are to be reached in stages and, as such, the client should embark on a step-by-step approach in an attempt to realize the behaviour in question. Bibliotherapy in the context of this study therefore, is the

use of typed material containing detailed and relevant therapeutic instructions, for clientøs reading and application to lifeøs situations.

Both cognitive restructuring and bibliotherapy techniques would be applied in this study, to both male and female students in secondary school since anger behaviour is exhibited by both genders. It is based on this background that the researcher investigated the effect of cognitive restructuring and bibliotherapy on anger manifestation of secondary school students in Enugu state.

Statement of the Problem

In Enugu secondary schools, exhibition of anger by secondary school students appears to be on the increase and is becoming a way of life as shown from previous studies cited in the background o this study. Anger which is a strong feeling of dislike over something, disrupts the enabling environment that is necessary for providing effective teaching and learning. Students who are victims of anger report fear of going to school, physical symptoms of illness, lower levels of self-esteem, higher levels of depression and diminished ability to learn in school.

School guidance counsellors have tried to solve the problem of anger in school through individual and group counselling while teachers on their part have employed other measures like, flogging; scolding; kneeling down, making the students to write impositions; sending them away during lessons; manual labour, suspension and even expulsion. These measures have not helped much in solving

the problem because they are impositions which are external to the angry persons. The research is poised therefore, to determine how best to eliminate or reduce anger among secondary school students in order to ensure that this group would not only achieve their set educational goals but also develop socially and emotionally balanced personalities. Literatures have revealed evidence of effectiveness of some behaviour modification approaches in management of maladaptive behaviours such as lateness to school, truancy and smoking. The researcher therefore asks: can cognitive restructuring and bibliotherapy techniques be effective in reducing anger manifestation in students? It is in view of this concern that this study was carried out.

Purpose of the Study

The main purpose of this study is to determine the effects of cognitive restructuring and bibliotherapy on anger manifestation of secondary school students in Enugu urban. Specifically, the study sought to:

1. Determine the effect of cognitive restructuring (CR) on anger manifestation of students.

2. Determine the effect of bibliotherapy (BT) on anger manifestation of students.

3. Ascertain the difference in the anger manifestation of male and female students exposed to cognitive restructuring.

4.   Ascertain the difference in the anger manifestation of male and female students exposed to bibliotherapy.

Significance of the Study

It is hoped that the findings of this study will have both theoretical and practical significance. Theoretically, this study will in the area of cognitive restructuring and bibliotherapy provide data which will prove the functionality or otherwise of the social cognitive theory, behavioural counselling approach and rational emotive therapy. It is expected that the findings will help to explicate the functions of the theoretical postulations of social cognitive theory which is based on the central idea on how people learn, acquire knowledge and maintain certain behaviour patterns.

Practically, the findings of this study will be of great significance to educational psychologists, adolescents, parents, teachers, counsellors and the society in general. The study will also provide information to educational psychologists to explore the best methods to use in teaching and learning process. The result on the effect of bibliotherapy and cognitive restructuring on anger manifestation if found from this study to the positive will be integrated in teaching for adequate academic and social emotional attainment.

The findings of this study when published will enable adolescents to be armed with skills that will enable them control their behaviour even in the face of provocation. They will be enabled to differentiate between positive and negative forms of behaviour because often times, the adolescents exhibit these behaviours

spontaneously without knowing that they are aberrant to the society. When such is obtained, it will enable them to enjoy cordial and loving interpersonal relationship and expected improved academic performance.

The study will be significant to parents in that its findings when published, will provide information on factors that constitute anger. The identification of children that manifest such behaviour will enable parents work towards early prevention and management. This study will achieve this by providing documents and published information on how parents can create environment that supports and nurture healthy relationship at home. The findings will also enable parents to be aware of the dangers and ripple effects of õshieldingö their angry children, rather than encouraging them to get assistance from the school Guidance Counsellors.

The findings of this study will be significant to teachers in that its findings when published will enable them to understand that applying corporal and physical punishment to anger students will not solve the problem, but rather worsens it. It will enable teachers to make referral cases to the guidance counsellors who are trained to handle students and their problems using scientifically tested behavioural modification approaches such as cognitive restructuring and bibliotherapy training strategies.

The findings of this study when published will be of much significance to Guidance Counsellors because they will be exposed through documented evidence

to behaviour modification techniques especially in the two techniques of this study thereby adding to their existing wealth of knowledge in enabling them handle behavioural problems of students. This will result in enhanced interpersonal relationship and adequate personal development among the students.

The findings of this study when documented and published will be of immense benefit to the society at large. The youths are the future leaders; when they learn adaptive ways of reacting to experiences in their environment and become less aggressive, the society will become sanitized and free from most anti-social activities of youths. Consequently, this would result in improving the economic, social and moral tone of the society which may in turn brings about happier and more productive citizens.

Finally, the findings of this study when documented and published will add to the stock of existing knowledge in the area of anger manifestation which will be disseminated through workshops, learned journals, conferences and internet postings to entire humanity.

Scope of the Study

The study was delimited to all the senior secondary II students (SS II) in Enugu urban of Enugu state.

The content scope focused on the effects of bibliotherapy and cognitive restructuring on anger manifestation of secondary school students. The independent variables are the two behavioural modification techniques namely: Bibliotherapy

(BT) and cognitive restructuring (CR), while the dependent variable is the anger among students. Gender is a moderating variable here. The gender influence on treatment is also of interest in this study.

Research Questions

The following four research questions guided the study:

1.   What is the difference in the mean anger manifestation behaviour scores of students exposed to cognitive restructuring and those not exposed to the technique?

2.   What is the difference in the mean anger manifestation scores of students exposed to bibliotherapy and those not exposed to the technique?

3.   What is the difference in the mean anger manifestation scores of male and female students exposed to cognitive restructuring technique?

4.   What is the difference in the mean anger manifestation scores of male and female students exposed to Bibliotherapy technique?

Hypotheses

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

$H0_1$: There is no significant difference in the mean anger manifestation scores of male and female students exposed to Cognitive Restructuring technique.

$H0_2$: There is no significant difference in the mean anger manifestation scores of male and female students exposed to Bibliotherapy technique.

CHAPTER TWO

REVIEW OF LITERATURE

The review of related literature for the study was carried out under the following sub-headings.

Conceptual Framework

Concept of Cognitive Restructuring

Concept of Bibliotherapy

Concept of Anger

Concept of Gender

Conceptual Relationship of the variables

Theoretical Framework

Social Cognitive Theory by Albert Bandura

Behavioural Counselling Theory by Krumboltz & Thoreson

Cognitive Behavioural Theory (CBT) by Albert Ellis

Empirical Studies on:

Anger Manifestation

Cognitive Restructuring

Cognitive Restructuring and Gender

Bibliotherapy

Summary of Literature Review

Conceptual Framework

In this section, the researcher reviewed literature on some basic concepts of the present study.

Concept of Cognitive Restructuring

Cognitive restructuring derives from Cognitive Therapy. According to Ellis (1992), cognitive restructuring is defined as a process aimed at assisting a client to internalize a rational philosophy of life just as he originally learned and internalized the irrational view of his parents and community. Ellis meant that such irrational thoughts and behaviours are learned from childhood from parents and others who influence the childøs life. Ellis maintained that in order to achieve this, the rational emotive therapy (RET) counsellor has to be systematic, the first task, being to aid the client identify those self-talks that result in feeling of upset and how to make functional self statement. The implication of Ellis assertion is that at birth, the childøs first process of socialization begins with the parents and then the community (school). During these periods, some irrational views may have been inculcated into the child, indoctrinated, the task of RET counsellor is that of teaching the child how to make a positive self statement by teaching the child to carefully analyze positively every thought that crosses the childøs mind.

Perner (1992) said that cognitive restructuring is the ability to use generalizable cognitive operations to modify ones own cognitive structure. This

implies that the rate and type of learning that a person is capable of can be altered through assisted acquisition of generalized cognitive operations (thinking, imagining and reasoning). Essuman, Nwaogu and Nwachukwu (1990), defined cognitive restructuring as the ability of an individual to be able to think positively. These authors maintain that cognitive restructuring aims at the modification of irrational thinking in order to straighten an individualøs thinking pattern.

Cognitive restructuring is defined as a process which is aimed at helping a client to become aware of thought distortions which are reinforcing is negative feelings and behaviours and how to correct them (Dombeck, 2004). The objective of the above assertion is not to correct every distortion in a clientøs entire outlook, but just those which may be at the root of distress. Dombeck (2004) defined cognitive restructuring as a technique designed to help alter an individualøs habitual appraisal habits so that such individual can become less biased in nature and less moody. The implication of this is that cognitive (thoughtful) appraisal drives emotional responding. What you think about what is happening to you influences how sad or worried you will feel in response, even when you are not especially aware of having interpreted those events because problematic mood disorder involving anger and depression can occur when peopleøs appraisal processes get messed up and they come to the wrong conclusions about the various stimulus events they are confronted with. The way to fix such problem mood is thus to help the people experiencing those problem moods to have better and more

accurate appraisals. Both authors aver that in cognitive restructuring, the counsellor teaches the client how to restructure negative automatic thoughts which are mostly the cause of emotional disturbances by using the Thought Record (a tool for recording an individualøs automatic thought and fixing them when they are biased).

Cognitive restructuring is designed to help students know themselves and their environment so that they act more appropriately in future problems (Unachukwu and Igborgbor, 1991). It implies that when students understand themselves very well (their strength and weakness) and environment (physical and social environment) they would then be able to handle some issues that come their way. For Greenberger and Padesky (1995), cognitive restructuring refers to the basic techniques that are taught in cognitive behaviour therapy. This technique involves teaching clients how to become conscious of the fact that they are unconsciously appraising and judging all the various stimulus events that come their way, and then teach them to consciously take charge of their appraisal process so as to make sure that their conclusions are accurate and free of bias and mistake. Scott (2000) submitted that cognitive restructuring is a process of recognizing, challenging and changing cognitive distortions and negative thought patterns. The author maintained that self-talk, the internal dialogue that runs in our heads, interpreting, explaining and judging the situations we encounter can actually make things seem better or worse, threatening or non-threatening,

stressful or well. Some people tend to see things in a more positive light, and others tend to view things more negatively putting themselves at a disadvantage in life. Scott (2000) maintained that the first step in loosening the grip of cognitive distortion is to become aware of it, this is followed by learning to challenge them and substituting life-enhancing thoughts and beliefs.

Cognitive restructuring is a technique used to correct negative thinking patterns. It involves altering negative thinking patterns, it involves altering negative automatic thoughts that occur in anxiety provoking situations by replacing them with more rational beliefs (Arlin, 2000). As thoughts are challenged and disputed, their ability to elicit anxiety is weakened. Arlin maintained that cognitive restructuring is a useful tool for understanding and turning around negative thoughts. It helps to bring out unhappy and negative thoughts which the client may not be aware of if he had not be expose to such technique. He can then challenge such thoughts and in many cases re-scripte the negative thinking that lies behind them. In doing this, it helps an individual approach situation in a positive frame of mind. Montaldo (2007) asserts that cognitive restructuring is a method of changing thoughts, attitudes, and beliefs, by specifically targeting anti-social thought patterns which leads youths to õrationalizeö or õjustifyö negative behaviours. Students are thought to recognize how thoughts, lead to feelings and actions, which may lead to anti-social behaviour. The process of cognitive restructuring recognizes, challenges, and

changes cognitive distortions and negative thought patterns leading students to consider adaptive alternatives that will work better. The goal is to help students overcome risky thinking by bringing them to a level of conscious awareness and replacing the risky thoughts with pro-social positive choices. The primary focus of this intervention is that emotions and behavior can be greatly affected by what the youth thinks and believes. Hills (2002) defined cognitive restructuring as a technique designed to help people alter their habitual appraisal habits so that they can become less biased in nature and less moody. This definition implies that when appraisal habits are altered by becoming more positive about the appraisal process, the individual automatically becomes emotionally sound and stable.

Cognitive restructuring as a working definition in this study therefore, is a process of changing negative subconscious thoughts of students. The aim is to help students overcome anger thinking patterns by bringing them to the level of conscious awareness of their incorrect programming.

Concept of Bibliotherapy

Bibliotherapy is the use of books to aid people solve problem facing them. The concept of bibliotherapy has widened over time to include self help manuals without therapeutic intervention, or a therapist prescribing a movie that might provide needed catharsis to a client (Grabowsky, 2011). The author also noted that bibliotherapy can consist solely of reading, or it can be complemented with discussion or play activity. A child might be asked to draw a scene from the book

or asked whether commonality is felt with a particular character in the book. Bibliotherapy can be defined as the use of books to help people solve problem (Pardeck, 2009). The author went further to give a more precise definition of bibliotherapy as a family of techniques for structuring interaction between a facilitator and a participant based on mutual sharing of literature. Bibliotherapy or reading therapy according to Steve (2009), is a therapy in which a person suffering from depression reads self-help books and other motivational books in between therapies to speed up the recovery. Several controlled clinical trials have shown that bibliotherapy can give results comparable to that of drug therapy. That clients exposed to bibliotherapy recovered faster from depression than those on conventional therapies that they tend to improve with time, as opposed to the remission observed with those on conventional therapy.

Bibliotherapy is an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy (Sullivan and Strong, 2002). Bibliotherapy is often combined with writing therapy. It has been shown to be effective in the treatment of depression. Bibliotherapy in the opinion of Prater, Johnstun, Tina and Marion (2006) is using books to aid people in solving the issues that they may be facing at a particular time. It consists of selecting reading materials relevant to a client's life situation. Bibliography is a process of dynamic interaction between the personality of the reader and literature-interaction which may be utilized for personal assessment, adjustment, and growth

(Prater et al, 2006). The concept of the treatment is based on the human inclination to identify with others through their expressions in literature and art. For instance, a grieving child who reads, or is reading a story about another child who has lost a parent may feel less alone in the world.

Bibliotherapy generally refers to the use of literature to help people cope with emotional problems, mental illness, changes in their lives, or to produce affective change and promote personality growth and development (Abdullah, 2002). It consists of reading, viewing or hearing the materials, followed by a discussion led by a facilitator. The therapy aspect takes place during this dynamic interaction between the reader and the literature. When people read, each person brings their own needs and problems to this reading experience; therefore, individuals interpret the author's words based on their own personal experiences (Syverson, 1999).

Katz (2000) described bibliotherapy as the guided use of reading materials with a therapeutic view in mind. The author argued that supplementary reading gives a client the opportunity of experiencing what others have passed through, and that it should never replace the therapist. It is agreed among some researchers that bibliotherapy requires the guidance of the therapist at every stage of the process, including choosing the material, interpretation, making inference, catharsis, and integrating insight. This author went on to say that in the early years of bibliotherapy research, emphasis was on healing the minds of psychiatry

patients in hospitals. Bibliotherapy in this present study is therefore defined as the use of books to aid students in solving the issues that they may be facing at a particular time. It is defined as the use of books to help students solve problem.

It is believed that bibliotherapy can be traced back to Aristotle (Syverson, 1999). The ancient library at Thebes had the inscription, õThe Healing Place of the Soulö (Pardeck, 2009). In Alexandria, Egypt, the Library displayed the words, õmedicine for the mindö (Melissa, 2004). Aiex (1993) wrote that the idea of healing through books could be traced from the days of the first libraries in Greece. Myracle (1995) also contended that the powerful effects of reading have been known since ancient times, and it was only in the early 1900s that a specific term was coined for the use of books to effect a change in a personøs thinking or behaviour. Myracle (1995) went on to specify that in a 1916 issue of Atlantic monthly, Samuel Crothers discussed a technique of prescribing books to patients who needed help in understanding their problems, and he labeled this technique õbibliotherapyö.

The underlying premise of bibliotherapy is that clients identify with literary characters similar to themselves, and that helps the client release emotions, gain new direction in life, and explore new ways of interacting. For example, teenagers may feel relief that they are not the only ones facing a specific problem. They learn vicariously how to solve their problems by reflecting on how the characters in the book solved theirs (Abdullah, 2002).

Bibliotherapy has varied greatly in approach and focus. Bibliotherapy is more reactive in its approach in that the process is more interactive. Abdullah (2002) holds that in Bibilotheraphy the reader becomes part of the unfolding intellectual and emotional process of the story, and in struggling to understand what is being communicated at the deepest levels, the reader responds by making a positive alteration or modification in behaviour or attitude. Participants engage in activities that help them reflect on what they read, such as group discussion and dialogue journal writing.

He stated further that activities in bibliotherapy are designed to provide information, provide insight, stimulate discussion about problems, communicate new values and attitudes, create awareness that other people have similar problems, and provide realistic solutions to problems.

He made it clear that bibliotherapy process progresses through four stages: identification, selection, presentation, and follow-up (Abdullah, 2002). Identification starts with the therapeutic relationship being established and the development of trust (Syverson, 1999). Also during this stage, the facilitator must show great sensitivity to the studentsø needs. The student and the facilitator need to agree upon the presenting problems and begin to explore the problem.

The second stage is the selection of literature. The selection process take skill and insight, as the books must provide correct information about a problem while not imparting a false sense of hope (Abdullah, 2002). Aiex (1993:2) wrote

that, õí a practitioner must remember that it is more than just the casual recommendation of a certain book to an individual. It is a deliberate course of action that requires care planningö. He went on to explain that books chosen by the practitioner must have literary merit ó a poorly written novel with stereotyped characters and simplistic answers to complex questions is probably worse than not reading anything at all and can even leave children or young people with a negative view of literature. Tu, (1999) has written a list of suggested criteria for selecting literature to help children cope with problems. He recommended that literature to help children cope with problems should be well-written and appropriate to the childøs developmental level, and provide stories using language familiar to children that is realistic in terms of their life experience. They should portray problems in an honest and straightforward manner and present multidimensional characters experiencing legitimate and relatable emotions. They should also offer potential for controversy, explore the process of working out problems, demonstrate clear channels of communication and responses to childrenøs questions, and they should further provide situations which generate genuine enthusiasm in the reader. Pardeck and Pardeck (1993) explain that another aspect to consider in the second stage is the studentøs interests and reading levels. The material cannot be too childish or too difficult and should include an aspect that is interesting to the reader.

The next stage is the presentation stage. The selected books must then be presented carefully and strategically so that the children are able to see similarities between themselves and the book characters (Abdullah, 2002).

He pointed out that once the children can identify with the main character, they enter the follow-up stage during which they share what they have gained. They may express catharsis verbally in discussion or writing, or nonverbally in art, role-playing, creative problems solving, or self-selected options for students to pursue individually (Abdullah, 2002). This process assists the student to gain an awareness of new ways of responding to troublesome situations and discover others share similar life problem (Syverson, 1999). Agreement is not always a necessary component of bibliotherapy as long as the children can support and clearly explain why they feel the way they do. Bibliotherapy promotes the development of student outside interests by exposing them to different patterns of living, encouraging studentsølove of literature and reading.

The success of bibliotherapy programmes depends largely on how well teachers or counsellors play their vital role as facilitators throughout the whole process. In addition, if in the selection stage inappropriate books are chosen, the presentation and follow-up stages will not benefit the intended audience.

The topics that bibliotherapy could be used to address are seemingly endless. The most common topics include alcohol and drugs, anger and other emotions, attitudes and values, child abuse, family breakdown, peers and school,

and sex education (Syverson, 1999). Books dealing with the emotion of anger can help a child cope more effectively with such strong emotions. First, they receive information about anger, then are encouraged to make connections between the literature and their lives, and finally, will be more likely to view their own feelings of anger as natural and normal (Marion, 2003).

He pointed out that books selected to help children appropriately manage anger should meet specific criteria (Marion, 2003). According to him, evaluation of the books should be conducted by answering the following four questions:

- How does this book deal with words/vocabulary for angry feeling?
- Does this book identify the specific way that seemed to elicit the anger?
- How well does this book convey the idea that feeling angry is a natural and normal experience?
- How does this story urge children to manage their anger?

He stated further that after the selection processes is finished, a carefully planned lesson or discussion must be developed. The lesson planned needs to be sharply focused on anger by developing specific introductory remarks to motivate thinking and help children to concentrate on the topic of anger. In addition, specific comments and questions should be prepared for use when reading the book, as well as a thoughtful follow-up. Avoid merely asking children to relate the chronological events of the story. Instead, clarify the information presented on how they manage anger responsibly. Concentrate on reviewing concepts or

vocabulary relating to anger. Most importantly, communicate your acceptance of anger as a natural and normal emotion, and your approval of managing anger in a direct, nonaggressive way (Marion, 2003).

Bibliotherapy is not an exact science, there are no right or wrong books to read, and every response to the novel is unique to the individual. Aiex (1993) identifies several ways in which bibliotherapy can be beneficial among which is to show an individual that he or she is not the first or only person to encounter such a problem. That there is more than one solution to a problem, to help a person discuss a problem more freely, and plan a constructive course of action to solve a problem, it help an individual to improve his/her self-concept, to relieve emotional or mental pressure, to foster an individualøs honest self-appraisal. It also provides a way for a person to find interests outside of self and to increase an individualøs understanding of human behaviours or emotions.

Pardeck (2009), made it known that there are six potential goals in the use of bibliotherapy. They include: to provide information about and insight into problems, to stimulate discussion about problems and to communicate new values and attitudes, to create an awareness that others have dealt with similar problems to provide solutions to problems.

Bibliotherapy studies also include helping young people overcome many problems confronting them (Clark, 2005). School counsellors and teachers use bibliotherapy to assist students with disabilities to cope with classroom work. It is

used to help children cope with the death of loved ones (Osiki, 2001). Other problems in which bibliotherapy techniques have been used include issues on conflict resolution, nurturing of emotional development of self awareness and self acceptance in emotionally handicapped students (Oyedepo, 2000). Slavin (2000) also noted that bibliotherapy is used for individual and group counselling.

The application of bibliotherapeutic techniques include analyzing reader's needs and recommending reading materials to fit those needs. Bibliotherapy involves the use of relevant materials to reshape thought patterns. It is a medium of communication or conveying messages from the author to the reader (Oyedepo, 2000). The author noted that bibliotherapy provides opportunity for readers to identify with someone experiencing similar overwhelming painful problems. Bibliotherapy according to Clark (2005), helps the reader gain insight into how to manage the problem. The emotional involvement of readers while reading the material provides awareness of self and identity is also strengthened. Gesinde (2000), said that bibliotherapy has been used to give children confidence at school and parents opportunities to discuss ideas with their children and to initiate conversations about learning. At a basic level, bibliotherapy consists of selecting reading materials for readers. The idea seems to spring from the human need to communicate with others through an understanding of literature and art. For instance, a grieving child who reads (or is read to) about other people and cultures or about setbacks will naturally feel less alone in the world (Jack & Ronan, 2008).

The experts further noted that the concept of bibliotherapy has evolved to include self-help books without õprescriptionsö, the phrase has fallen from favour in recent time but is still used in reference to children (Jack & Ronan, 2008).

In fostering studentsø motivation for academics, bibliotherapy technique stands a chance of being effective, in addition to employing other methods to enhance motivation for achievement through the use of selected appropriate reading material, such as bibliographies, academic related motivational books, true life stories, fiction stories and so on to enhance motivation for achievement (Brewster, 2008). The author also explains that bibliotherapy can be viewed as a service that libraries provide for their readersø development work and engaging people with fiction and poetry to provide enjoyment makes from anecdotal evidence, a contribution to peopleøs mental health and well being.

Bibliotherapy can assist children in building confidence and self-esteem. It attempts to normalize a childøs world by offering coping skills and reducing their feeling of isolation, reinforcing creativity, and problem solving. It also gives parents an opportunity to discuss their childrenøs issues with the children (Furner, 2004).Other advantages of bibliotherapy include teaching students to solve problems, help students cope with teasing, name calling, mockery, fears, sexuality changes, anxiety, and death (Furner, 2004). Despite the limited research on bibliotherapy and its effects, many teachers have shown improved achievement and self-concept. Bibliotherapy has not been vastly researched to ensure that it will

be successful for all students. It has many drawbacks according to Furner, (2004), that include unavailable literature on certain topics that students may be struggling with, many students not being ready to face their issues and parents defensively implementing the therapy. The resistance of using bibliotherapy is based on a lack of assertiveness, negative attitudes, anxiety, depression, sexual dysfunctions, and negative behaviours (Furner, 2004). The major issue that lies behind bibliotherapy is the lack of research that has been conducted on this therapy device. Today, healthcare workers and institutions recognize the wide and varied use of bibliotherapy within a range of scenarios. These experts are silent on gender difference as it regards bibliotherapy. Gender, however, have been found to moderate certain treatment outcomes on students maladaptive behaviour. For instance, Lewis (2000) used models with elementary pupils who were social isolates, and found that behavioural group counselling was effective with those pupils who are socially isolated.

Concept of Anger

Anger is a basic human emotion that transcends cultural boundaries. Despite its universality, an exact definition agreed upon by all people is lacking (Kobayashi, & Morcross, 1999). Anger is a feeling expressed in physical and emotional ways, often connected to other emotions (Sisco, 1991). It is a feeling response to a situation based on personal interpretation of the situation, given one's values, beliefs and past experiences. In cognitive behavioural terms, anger

is described as an interaction of behaviour, cognition, and physiological arousal (Androse & Mayne, 1990).

Anger is a healthy, basic emotion which all typically developing human beings experience (Melissa, 2004). Anger is a feeling of indignation and hostility that involves complex emotions and depends on how one evaluates events and/or situations (Capozzoli, & McVey, 2000). Marion, (2003:238) defined anger as õan emotion, an affective state, or feeling experienced when a goal is blocked or needs are frustratedö. Anger is a feeling or emotion that ranges from mild irritation to intense fury and rage (Patrick, & Michael, 2002). The authors went further to describe anger as a natural response to those situations where one feels threatened and believed harm will come to him. Because the experience of anger is essentially a personal phenomenon, its assessment relies mainly on self-report. Anger may be aroused by specific external events, a mix of these external events with the anger-related memories they elicit, an internal stimuli such as emotions or thoughts Deffenbracher (1999). The author went further to explain that anger results when, events are judged to involve a trespass upon the personal domain, an insult to or an assault upon ego identity, a violation of values and expectations, and/or unwarranted interference with goal-directed behaviour.

Anger is a feeling expressed in physical and emotional ways, often connected to other emotions. It is a feeling response to a situation based on personal interpretation of the situation, given oneøs values, beliefs and past

experiences (Sisco, 1991). õThis emotional response can range from feelings of mild displeasure or irritation to feelings of fury or rageö (Sisco, 1991:3). The physical response to anger the author continued includes increased adrenaline flow, increased heart rate, rise in blood pressure, dilated pupils, tensed muscles, flushed faces, clenched hands, and hotness, coldness, or numbness in different parts of the body. All or some of these symptoms can occur. There are natural signals and reactions which indicate to the individuals that something is threatening or wrong (Defoore, 1991). Anger can also be related to other emotions. Sisco (1991) stated that sometimes other emotions such as fear, hurt, guilt, shame, sadness, jealousy, frustration, loneliness, even joy, will trigger anger in us. When this happens, anger can become a way of covering up or defending ourselves from these other emotions. Anger is natural; however, the manner in which a person decides to express his anger can be problematic. If anger is expressed inappropriately, it can turn into other disturbing emotions such as hostility, resentment, bitterness, and hate (Sisco, 1991). How a person expresses anger in a given situation depends on past experiences, values and beliefs. Individuals learn from their families, friends, schools, society, culture, and personal experiences what is acceptable.

The following key issues are important to Counsellors and therapists in anger manifestation management according to Smith, Larson, and Nuckles (2006).

- Although anger is considered a fundamental and universal human emotion, there are individual differences both in the disposition to experience anger and in the self-regulation of anger.

- Frequent, intense arousal impairs decision making and impulse control, thereby increasing the probability of aggressive behaviour.

- Both outward expressions of anger through destructive behaviour and inward suppression of anger may constitute anger problems at school. Such problems are, respectively, included among the externalizing and internalizing problems of youth. Anger suppression may include anxiety and/or depression symptoms.

- Rather than õone size fits allö approach, effective anger management programmes target specific anger-related problems including chronically high levels of angry feelings, hostile attitudes toward others, and the tendency to express anger in destructive and/or hurtful ways.

- Referral to school-based anger management programmes should be based on a comprehensive assessment since not all students who manifest anger-related problems are suitable for such programmes.

- Chronically high levels of anger and hostility constitute risk factors for health, interpersonal difficulties, and violent and aggressive behaviour. As a general intervention approach, anger management programmes delivered in school settings have the most empirical support for reducing angry feelings experienced at school as well as negative expression of these feelings through destructive and aggressive behaviours.

- Anger management training appears most useful in reducing incidents of spontaneous or õreactiveö aggression.

- Although, both males and females experience anger to the same extent, females tend to express anger in a less direct ways, example, interpersonal or relational aggression. Given the indirect nature of their anger expression, females are less likely to be referred for anger management programmes in school.

- Most anger management interventions in school settings target males in secondary level students. There is a clear need for developing strategies appropriate for younger students and those representing more diverse cultural and ethnic groups.

- The most effective interventions employ cognitive-behavioural techniques including anger regulation and control, problem solving to learn alternatives to aggression as an expression of anger, and cognitive restructuring to change maladaptive thought processes.

- Effective school wide programmes for anger management focus on preventing anger-related problems by creating a climate of nurturance and respect and allowing students the opportunity to process angry feelings and learn alternative strategies for anger expression. Anger management skills are taught in the context of everyday classroom experiences (Smith, Larson, & Nuckles, 2006).

The way one expresses anger affects the outcome of the situation, and feelings about oneself (Defoore, 1991). The most commonly identified ways of expressing anger are the õexplodingö approach, the õstuffingö approach, the õventilatingö approach, and the õproblem-solvingö approach (Sisco, 1991). The problem solving approach is recognized as the most effective way to express oneøs anger. õFew programmes teach socially acceptable ways of being angry or even respect the basic right (and inevitable need) to feel angerö (Lovett, 2005:16). Punishment forms of interventions, such as time-out, scolding, expelling (from schools) and incarceration are common and often unsuccessful (Goldstein, Sprapkin, Gerschaw, & Klein, 2000). Lowered self-esteem and self-concepts, result from the punishment interventions (Lovett, 2005). The problem is that punishment tends to suppress all interests in doing things. Students with low self-concepts display more acting out behaviours.

However, in anger manifestation management, Larson & Lochman (2005) recommended that following that consideration should be given to the fact that effective anger regulation and control in school settings involves primary prevention strategies (that is, teaching emotional literacy as part of the curriculum) as well as more targeted and intensive interventions for those students manifesting anger-related problems at school. Utilize cognitive-behavioural techniques that include problem solving and impulse control training since these have the most empirical support for effective anger manifestation management with children and

youth. Recognize that accurate assessment data are needed to match anger manifestation management skills training with the specific needs of students referred for such programmes. Be aware that anger manifestation management training at school should be delivered early in the developmental trajectory and should be tailored to the needs of a diverse population of students. Recognize the unique needs of female students and students of diverse ethnic and cultural backgrounds when considering anger manifestation management interventions at school. Provide skill instruction to students on identifying and understanding angry effect, challenging attitudes and beliefs about the intentions of others. And provide options for resolving interpersonal conflicts in nonviolent ways and also, provide frequent opportunities for practicing newly acquired anger manifestation management skills in the context of the classroom or on the play-ground. Besides interveners should look for õteachable momentsö when young people can learn to recognize anger triggers and assess how their responses increased or decreased the likelihood of future conflict (Larson, & Lochman, 2005).

The experts also found out in their research works the following cautions for therapists and counsellors in managing anger manifestation:-

Avoid the use of a õone size fits allö anger manifestation management intervention strategy. This means that the counsellor should be flexible and use different methods in handling the anger manifestation management of his clients. He should also recognize that anger-related problems at school may manifest themselves in

vastly different ways including both internalizing and externalizing symptoms, effective prevention and intervention requires appropriate assessment and matching of treatment to individual needs. Itøs important to consider that not all students who exhibit anger problems are good candidates for school-based anger management interventions. Some may require supplemental or more intensive clinical services to regulate their anger. Be aware that not all available anger manifestation management curriculums are evidence-based. Look for programmes whose key components have received empirical support and appear most cost effective. Donøt overlook the anger manifestation management needs of females and others who tend to express anger in less direct ways than physical aggression. Rumors, suicide comments, and social rejection can cause substantial psychological pain. Recognize that students need opportunities to practice and refine anger manifestation management skills in a õreal worldö environment. Consider anger provoking incidents and reactions at school as opportunities to apply trained skills. Recognize that, although often related, anger and aggression are not equivalent. High levels of anger can exist without aggressive expression and sometimes aggressive behaviour does not involve angry affect.

The feeling of anger is often viewed negatively. However, the realization should be that, the feelings of anger is not bad, but the way in which individuals deal with the anger can be bad (Melissa, 2004). Anger according to the author, is a healthy, basic emotion which all developing human beings experience. Anger

should be explained in a way that is developmentally appropriate to the child wherein the age and culture of the child should be considered as well as the developmental level of the child. The author further stated that when explaining anger to a two-year-old, it is important to label feelings of anger as õmadö instead of using the word õangryö, and as the vocabulary of the child grows, introducing the word õangry would be more appropriate. Besides, it is not normal for a two-year-old child to be able to take the point of view of another.

Concept of Gender

Gender is the characteristic of being male or female. Some studies have shown gender differences in academic performance between male and female students in various school subjects. While some show that boys perform better than girls in some subjects, others show that girls have superior performance. In Nigeria, adolescents are to behave according to genders.

Gender according to Keller (1991), is a cultural construct that distinguishes the role, behaviour, mental and emotional characteristics between males and females developed by a society. Bassow (1991) stated that gender role is a psychological term describing behaviours and attributes expected of individuals on the basis of being born either female or male. Gender is the condition of being masculine or feminine through oneøs behaviour Guinard & Lemessa, (2000). It is also a set of characteristic distinguishing between male and female, particularly in the cases of men and women.

Gender is determined by the conception of tasks, functions and roles attributed to women and men in the society and in public life (Gawater, 2011). Gender refers to socially constructed roles and socially learned behaviours and expectations associated with roles and females (Okeke, 2002). Guinand & Lemessa (2000) added that gender refers to the sum of cultural values, attitudes, roles, practices and characteristics based on sex. It means that gender is the condition of being masculine or feminine through one's behaviour. Thus, this is the gender issue that is seen in every aspect of family and school organization. For instance, children's toys are genderized both in the schools and in families. The girl child is meant to understand that her role in the family is to nurture children, look after the family members and be pathetic and sensitive to things while the boy child should be assertive and strong. Beck (1998) affirmed that the above is the kind of gender orientation children carry into adolescence and adulthood and it affects almost all they do. This implies that gender is a social construction that has to do with behaving according to type. In other words gender issue is a broad categorical characteristic attributes of a person based on his/her belonging to one of the two sexes. Gender issues limit one from benefiting from one's area of interest. Schooling adolescents are not left out in this issue. Gender issue has continued to reduce productivity and thereby development of young people in all sphere of life. For example, it affects the level of aspiration, self-concepts, goal setting, and career choice of adolescent boys and girls (Maduwesi, 2005).

Gender can be considered to be the society, constructed roles, responsibilities ascribed to male and female by different societies (Ugboaja & Uzoka, 2011). Obasi (2004) refers to gender as many socially and culturally constructed characteristics, qualities, behaviour and roles which different societies ascribed to males and females. Gender is different from sex because sex describes the biologically determined physical distinction between male and female which is universal (Ironkwe, 2008). Unamma (2003) however describes gender as sex role identity which include division of labour, power, inequalities and other cultural concept of masculine and feminine which most societies stimulate during the process of socialization. Gender in the context of this present study therefore is the sum of studentsø cultural values, attitudes, roles, practices and characteristics based on gender. It is the characteristics of being male or female.
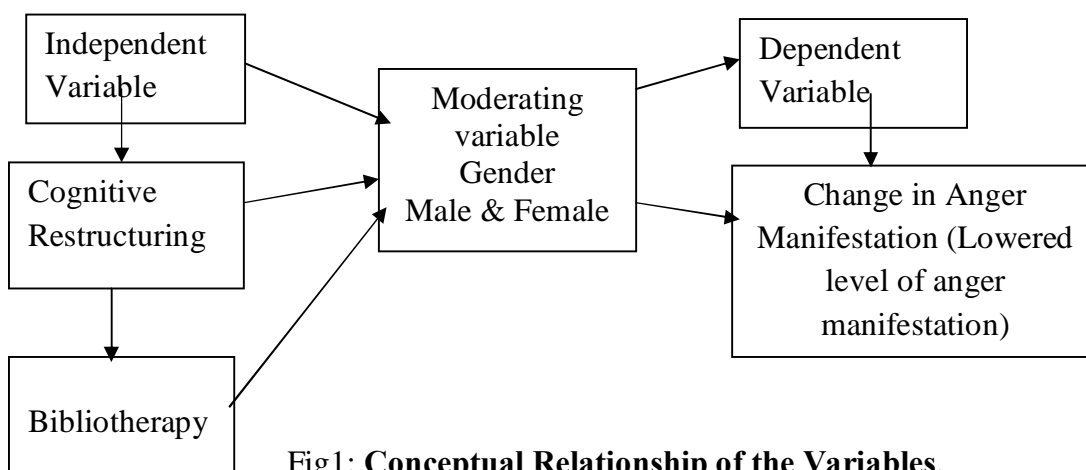
Fig1: **Conceptual Relationship of the Variables**.

The diagram above vividly illustrates the network of the conceptual relationship of the variables. The independent variables-the cognitive

restructuring and bibliotherapy, are techniques that will be employed by the researcher in this study as treatments to determine their effectiveness on anger manifestation of senior secondary school students. Gender as the intervening variable will be introduced as a moderating variable to establish its influence over treatment outcomes.

The anger manifestation of the students, that is, the dependent variable was predicated on the outcome of the programme. This, the researcher found out at the end of the research work. In other words, the independent variables which are the behaviour modification techniques namely: Cognitive Restructuring (CR), and Bibliotherapy (BT) are manipulated on the dependent variable which is Anger (A) using gender as the moderating variable, (that is, the male and female students) to obtain a desired change of behaviour, which is the effect of treatments on the subjects.

Theoretical Framework

Professionals in the fields of Sociology, Psychology and Counselling among others have formulated a number of theories to explain the major factors in behaviour problem and the ways forward. Attention is however drawn here to three of such theories considered relevant to the present study. These theories are:

1. Social Cognitive theory of Albert Bandura.

2. Behavioural Counselling Theory of Krumboltz and Thoreson, and

3. Rational Emotive Therapy of Albert Ellis.

Social Cognitive Theory (SCT)

The social cognitive theory was developed by Albert Bandura (1991). Social cognitive theory explains how people learn, acquire knowledge and maintain certain behavioural patterns. The theory establishes that someone's ability to learn is dependent on each of these factors as environment, behaviour and personal cognition. The theorists explained that learning is achieved by imitating desired behaviour, which was modeled by a person. The author also found that rehearsals or repitation enhance performance. According to the theorist, certain phenomena motivate people to learn, such as punishment, reinforcement, and promised re-enforcement. In other words, the theory focused heavily on observational learning. In observational learning according to the theorist, people or rather students represent the behaviour of others and then sometimes adopt this behaviour themselves.

The implication of the above facts is that students ability to reducing or acquiring in anger behaviour depends on their environment, behaviour and the type of person, they are. Cognition according to the theory refers to thinking and planning. Social cognitive theory is therefore, recommending the use of methods such as modeling and role playing, or repetition (frequent practice) accompanied by re-enforcement and punishment methods in teaching students programmes such as cognitive restructuring.

The social cognitive theory explains further that environment refers to the factors that can affect a person's knowledge and behaviour. Environment is divided into social and physical environment. According to social cognitive theory, social environment includes family members, friends, peers and colleagues, while physical environment is the size of a room (classroom in this case) the ambient temperature or the availability of certain foods. This implies that the students' knowledge of and behaviour towards adjustment of anger behaviour will also be influenced by their family members, (parents; siblings), peers/friends, colleagues (parents environment), the size and types of school, classroom, the availability of certain foods (physical environment) as well as their own behaviour. The theorist posited that the situation (condition under which learning takes place and behaviour) consists of the cognitive or mental representation of the environment that may affect a person's knowledge. Again, that the situation is also a person's perception of time, physical features and activity. The theorist asserted that the environment provides models for behaviour, and that behavioural learning occurs when a person watches the action of another person and the reinforcements that the person receives.

The social cognitive theorist posit that the concept of behaviour can be viewed in the form of behaviour capability, which means that if people are to perform a behaviour they must know what the behaviour is and have the skills to perform it. This implies that for students to behave in some acceptable

manners and exhibit some beneficial skills, they must first be engaged in the learning of some relevant behaviour modification techniques such as cognitive restructuring and bibliotherapy.

Furthermore, the theorists noted that there are concepts of social cognitive theory that also influences students learning. They include; expectations, self-control, goal setting, self rewards, re-enforcement, self-efficacy, emotional coping responses. Thus, the researcher assumes that the above concepts are the teaching strategies that can be used in teaching and learning programmes such as cognitive restructuring and bibliotherapy techniques. This may be the reason for ascertaining that social cognitive theory provided the basis for intervention strategies. This theory is therefore relevant to this present study in the sense that, it explain how both normal and abnormal behaviour is acquired and the process or behaviour modification which is the focus of this study.

Behavioural Counselling Theory

The theory of behavioural counselling was propounded by psychologists, like Krumboltz and Thoresen (1969). The basic tenet of behaviour modification according to Krumboltz and Thoresen is that most human behaviour can be learned and therefore be unlearned. According to the theorists, the focus is on observable behaviour and environmental conditions. Behavioural counselling is a

teaching process where the teachers use varieties of behaviour modification techniques to assist students in resolving their problems.

Behavioural counselling asserts that to stick to environmental control was too restrictive and therefore expanded the scope of the behaviour modification school of thought to include organism control of behaviour and covert/unobservable behaviour like thinking and imagining. Behavioural counselling involves helping people to learn how to solve certain interpersonal, emotional and decision problems. Counsellors and psychologists help clients to learn desirable changes in some of their behaviours because behavioural counselling posits that learning is not merely in changing an undesirable behaviour to a desirable one but in learning to solve one's own problems. In other words, behavioural counselling has embraced the idea that the individual is capable of solving his own problems provided he is helped to learn how to do so.

The behavioural approach has the following basic assumptions about the nature of man. At birth, the human infant has a natural character, its behaviour cannot be said to be good or bad. An individual interacts with the environment because an individual is an active organism. He influences his environment and his environment influences him. Apart from behaviour due to innate characteristics of the individual and maturation, all behaviours of the individual are due to interaction with his environment, that is; they are learned. The interaction with the environment is brought about by the interplay of heredity and experiences the

individual is confronted with. Another assumption is that human behaviour is to some extent predictable and to some extent unpredictable.

Krumboltz and Thoresen believe that there are six basic steps in the behavioural counselling process which counsellors, or rather therapist could use to tackle behavioural problems like anger. They are: Problem identification, formulation of counselling goals, selecting appropriate procedure, treatment, evaluation and follow-up.

In problem identification the counsellor does everything within his reach so as to find out the reason for the client wanting help. He encourages the clients to talk while he shows signs that he is following. He smiles and nods and shows signs of understanding. The essence of all these actions is to get at the actual problem. The problem should not be confusing in order to make the goals set to be achieved meaningful. The counsellor should lead the client to define the problem in a specific behaviour terms.

With regard to formulation of counselling goals the counsellor helps the students determine what he wants to achieve during the counselling process. These goals to be achieved must be stated in behavioural terms.

In selecting appropriate procedure, the counsellor has to list all the appropriate procedures, discuss with the client, assist the student to choose the most appropriate procedure and teach the techniques to be used at home.

The client having known the techniques and procedures in solving his problems, can even go home and carry out the treatment process, keeping records of his habits and putting into practice the elimination of the factors that contribute to his bad habits.

Evaluation involves assessing the progress of the counselling process or treatment. Evaluation should be continuous so as to make instant modification if the need arises. In other words, if the goals are not to be achieved in time, the counsellor will know and change or modify the techniques used so as to achieve the goals. Follow-up involves monitoring the clients with a view to obtaining regular progress reports on their performances and how satisfied they are with either their jobs or academic performance. This can be done through interviewing the client, asking people around him and observing him. In other words, the counselling has been terminated to find out the progress of the students performances.

This theory is therefore related to the present study since the theory explains how behaviour is acquired and the processes of behaviour modification which is the crux of this research work. It will therefore be of great relevance to the study.

Rational Emotive Therapy

Rational Emotive Theory (RET) was formulated by Albert Ellis in (1962). It is one of the cognitive oriented theories. The cognitive theories talk about mental processes, ability to see things in their proper perspectives in relating to healthy and unhealthy personalities otherwise called logical and illogical individuals. The

major contributions of Ellis is to show how individuals make themselves disturbed with irrational beliefs learned from the society in general and from significant others in particular . Ellis talked about beliefs and attitude and so he maintains that an individualøs ways of reasoning relate directly to the ways he feels. To Ellis, man could be rational or irrational in thinking which could lead to logical and illogical feelings. The rational individual is logical in the way he does things, that is, the well adjusted individual is logical. On the other hand, the individual that is irrational feels illogical and therefore maladjusted.

Ellis views man as being uniquely, rational, as well as irrational, happiness depends on whether man is rational or not. Emotional disturbances are as a result of irrational and illogical thinking. Irrational thinking originates in the early illogical learning that the individual is biologically disposed.

Illogical thoughts when perpetuated cause emotional disturbances. Since persistent emotional disturbance is a result of self-verbalization, they are not determined by external circumstances or events, but by the individualøs perceptions and attitudes towards these events. Thoughts and emotions are not separate functions (emotion accompanies thinking and is in effect biased prejudiced and personalized).

Ellis outlined eleven irrational beliefs which are universally inculcated in western society and which inevitably lead to widespread neurosis. These ideas are passed onto individuals during the process of socialization before more rational ways of thinking are acquired. Once an individual acquires these ideas, they

become part of his belief system and the individual through self-talk continues to re-indoctrinate himself thereby thinking and behaving irrationally. According to Ellis, an individual must be loved and approved also by everyone. In order to feel worthwhile, a person must be competent in all possible respects. People who are villainous should be punished severely. When things are not the way you want them to be, it is catastrophic. People have little or no control over external causes of the bad things that happen to them. The best way to handle a dangerous or fear producing event is to worry about it and dwell on it. It is easier to avoid certain life difficulties and responsibilities than to face them. One needs to depend on others and to rely on someone stronger than oneself. Ones present behaviour is determined primarily by one's past history. One should be upset by the problem of others. There is always a perfect solution to human problems and it is essential to find it.

The irrational beliefs of individuals constitute the major source of their disturbance. These ideas are passed on to the individuals during the process of socialization before more rational ideas or ways of thinking are acquired. These form part of an individual's belief system.

In thinking about how irrational and rational beliefs are acquired, Ellis uses ABC principles. The principle in full is the ABCDE model. A, an activating agent, event or experience occurs and is followed by C, an emotional consequence. When this situation obtains, individuals can think B, in two possible ways: rational (rB)

or irrational (IB), individuals who adopt rB manner of thinking would operate from a rational belief system and may conclude that it is a pity event A occurred, would wish it had not occurred, may be annoyed about it and perhaps take measures to prevent it occurring again. Such an individual functions effectively. If on the other hand an individual adopts (IB) belief system, the feeling would be that it is impossible to stand such an event which is terrible and should never have taken place. Ellis insists that thought, A contributes to C, it does not cause C, what causes C is B, that is, the individual's belief system. A client who experiences a disappointment in marriage should feel displeased and unhappy. It is proper and legitimate as these feelings could help him/her to try to avoid the occurrence of the event. But a client who broods over the event and consequently is depressed and despairing leaves much to be desired. These inappropriate feelings would blind the client as to see how illogical his thoughts are. When this happens the counsellor has to confront the client with his irrational thoughts (IB) and help him (the client) to dispute it at (D) and replace it with rational thinking at (E).

E-stands for effect of disputing which is a new philosophic effect, a new and more rational philosophy which is not only the emotional goal for the future but also the answer or the cognitive effect of (D). This results from disputing client's irrational beliefs, vigorously questioning and challenging them. Ellis insists that this should continue until they (clients) have no empirical or logical foundation for such beliefs and therefore will surrender them. However, following the above

postulated assumptions about the nature of man, Ellis maintained that Rational Emotive Therapy therefore is a form of re-education in which individuals are taught to replace, irrational ideas with rational ones.

Anger is a behavioural problem which stems from an individual's irrational and illogical thoughts about the negative experience or event that he or she went through or is going through. The disturbed individual perpetuates his disturbances and maintains his illogical thoughts by internal verbalization of his irrational ideas and thoughts which inevitably lead to widespread neurosis which eventually results in his internal verbalization and anger. In the views of the theory, individuals in the secondary schools and in the society in general tend to attribute mistakes, misfortunes and unhappiness to other people. Thus in schools, students blame their failures, mistakes, unhappiness on their teachers or their fellow students, they even go as far as venting anger on their fellow students as a result of their irrational feelings and thoughts. In other words, Ellis attributes maladjustment of such students to their tendency to 'terribilize', 'horribilize' 'catastrophize' and 'awful' situations and events around them, that is, they are biased and not logical. Anger manifestation among students occur when the students fail to see things in their proper perspectives and when their mental processes are biased.

The theory is in line with this study because it explains how both rational and irrational ideas that affect human behaviour positively and negatively are

acquired. It also explain how irrational ideas that lead to negative behaviour can be unlearned and how rational ideas that lead to positive behaviour are acquired. This is the central focus of this study which seeks to help students to unlearn negative behaviour like inappropriate anger manifestation and to learn how to express their anger appropriately.

Review of Empirical Studies

This section looks at the review of related empirical researches on anger manifestation.

Studies on Anger Manifestation Management

Deffenbacher (1999) carried out a study on cognitive behavioural approaches to anger reduction among children in Canada. The purpose of the study was to find out the appropriate approaches to reduce anger. Four research questions guided the study. The research design was descriptive survey. The population of the study comprised of all citizens of Canada. A sample of 260 subjects was selected for the study using random sampling technique. Instrument used for data collection for the study was a questionnaire designed by the researcher. Mean scores and standard deviation were used to analyze the data gathered for the study. The results revealed that about 16% of children that were more frequently involved in anger manifestation had reduced their anger behaviour after treatment. The researcher used the descriptive survey design because of the largeness of his population which all children in Candan. He also used stratified

random sampling technique. This study is therefore related to the present study because both focused on anger reduction among children. It has a common boundary with the study at hand, which looks at the effects of cognitive restructuring and bibliotherapy on anger behaviour of secondary school students.

In another study, Deffenbacher, (1999) investigated anger reduction interventions using cognitive restructuring and overcorrection techniques on school girls between 12-15 years old in USA. Four research questions guided the study. The research design was descriptive survey. The population of the study comprised of all children aged 12-15 years. A sample of 1700 subjects were selected for the study using random sampling technique. Instrument used for data collection for the study was a questionnaire designed by the researcher. Mean scores and standard deviation were used to analyze the data collected for the study. The results revealed that 7% of their sample were victims of anger behaviour and they reduced their anger behaviour after treatment. They speculated that the hostility directed by these students towards their mates is as a result of their own experiences of victimization. The study is related to the present study as it was conducted on anger reduction among students. However, the study was carried out in United States of America not in Nigeria and the design was descriptive survey not experiment. He used descriptive survey because the population for his study was large and his can not observed all of them closely. The present study used fewer numbers because it is quasi experimental design which required that all the members must be observed closely during treatment.

In a research work carried out by Ducharme, Atkinson, & Poulton (2000), the purpose of the study was to find out the success-based, non coercive treatment of oppositional behaviour in children from violent homes in United States of America. Four research questions guided the study. A descriptive survey design was employed which sought the views of children in the government owned schools in U.S.A. The population of the study was 40,650 adolescents. A sample of 4065 subjects; 2033 males and 2032 females was selected for the study using random sampling techniques. Instrument used for data collection for the study was questionnaire designed by the researcher. Mean and standard deviation were used to analyze the data collected for the study. The results of the study showed that 68% of children are from violent home and 65% of victims of anger behaviour were boys. The study is related to the present study as it was conducted on treatment of anti-social behaviour of children in schools. However, the study has some pit fall. The study was carried out in United States of America not in Nigeria and adopted descriptive survey design, while the present study adopted experimental design.

Edmondson and Conger (1996) carried out a review of treatment efficacy for individuals with anger problems. The purpose of the study was to find out the anger problems of adolescents in Island. Five research questions were asked to investigate anger problem of adolescents. The research design was descriptive survey. The population of the study was 14800 subjects. The sample of the study were 1480 subjects selected using random sampling technique. Instrument used for

data collection for the study was a questionnaire designed by the researcher. Mean scores and standard deviation were used for the study. The results showed that 70% of their sample admitted anger problems. The study is related to the present study as it was conducted on anger problems.

Rilly & Grusznski (2000) carried out a study on anger management on students that depend on cocaine. The purpose of the study was to find out the anger management of students that depend on cocaine. Four research questions guided the study. The research design was descriptive survey. The population of the study was 98000 adolescents in USA. A sample of 9800 was selected for the study using random sampling technique. Instrument used for data collection for the study was a questionnaire designed by the researcher. Frequency counts and percentages were used to answer the research questions. The results of the study found that 31% of students were victims of anger. For many USA psychologists one of the most troubling aspects of anger phenomenon is that students who are perpetrators do not feel guilt, about the cruel acts in which they engage. The study is therefore related to the present study because it has common boundary with the study at hand. It will serve as a yardstick for the present study. However, the study was carried out in USA, not in Nigeria. This study has closed the gap.

Reilly, Shopshire and Clark (1999) in a (related) study on anger management treatment for cocaine dependent client, a descriptive survey design was employed in the study. The instrument for data collection was questionnaire. The data collected were analysed using mean scores and standard deviation. The

population of the study was 13,700 patients. The study found out that in the anger management, the majority of patients were from ethnic minority groups. Consistent reductions in anger and aggressive behaviour occurred in these groups, indicating that anger management is effective. The events or situations that trigger someoneøs anger may vary somewhat depending on his or her culture or gender. The cues or warning signs of anger may vary in this regard as well. The study is related to the present study because it is focused on anger management, which looks at effects of cognitive restructuring and bibliotherapy on anger of secondary school students.

Reilly, Shopshire, Durazao and Campbell (2002), carried out a research work on effect of anger management for substance abuse and mental health clients. The purpose of the study was to investigate the influence of anger management for substance abuse and mental health clients. Four research questions and two null hypotheses guided the study. The researchers employed quasi experimental, pre-test, post test design. Thirty-four undergraduate students in a class served as sample of the study. Questionnaire was used for data collection while mean scores, standard deviation and t-test statistic were used for data analysis. The findings of the study revealed that both treatment model used was successfully with non-substance óabusing clients seen in the outpatient SFVA Mental Health Clinic. These clients were diagnoses with a variety of problems, including mood, anxiety, and thought disorders. It was found that one technique that is helpful in increasing the awareness of anger is learning to monitor it. The

study has relationship with the present study because both of them were carried out on anger management and the subjects were drawn from school setting. Both studies adopted quasi experimental design.

Shopshire, Reilly and Onaou (1996), carried out a research work on anger management strategies associated with decreased anger in substance abuse clients. A descriptive survey design was employed in the study. The population of the study was all the abused clients found in the record books of counsellors in the study area. The instrument for data collection was structured questionnaire and oral interview on the anger management strategies. Based on the analysed data, the following are the main findings: Homework/Assignments improve anger management skills and allow clients to get the most from the group experience, like any type of skill acquisition, anger management requires time and practice. The study also found out that timeout is a useful strategy to control anger when it escalates. Timeout is an effective anger management strategy in decreasing anger. The study has relationship with the present study because both of them were carried out on anger management. However, the researcher used descriptive survey design that had a large population. This is one of the areas the present study has narrowed since the present study is an experimental design that had few respondents.

Studies on Cognitive Restructuring

In the United Sates of America, Hecker, Fink, Volgeitanz, Thorpe and Sigmond (1998) carried out a study to investigate the effects of cognitive restructuring and interceptive exposure in the treatment of panic disorder of 18 clients and the differential effects of the order of these interventions. Questionnaire measures and independent clinician ratings were used. Clients were seen for four sessions of exposure therapy and four sessions of cognitive therapy in a crossover design study. Half of the participants received exposure therapy followed by cognitive therapy and for half the order were reversed. There was a one month follow-up period between the two interventions and after the second intervention. Results indicated that clients that were exposed to cognitive restructuring showed greater improvement from panic and maintained improvement after follow-up period than participants in the other invention. The study has relationship with the present study because both studies looks at the effects of cognitive restructuring on anger behaviour of secondary school students.

In another research carried out by Mark, Lovell and Noshirvani (1998) in the United States of America to investigate the effects of prolonged exposure, cognitive restructuring and relaxation training in patients with post-traumatic stress disorder (PTSD), the population of the study was 63 male outpatients who had (PTSD) according to DSM-IIIR criteria for 6 months, who were between the ages of 16 to 20years. Patients were stratified for personal or impersonal trauma

and allocated to exposure therapy (n=23), cognitive restructuring (n=19), and relaxation training (n=21). Exposure therapy involved imaginary and prolonged live exposure, cognitive restructuring involved identifying and monitoring negative automatic thoughts and evaluating them with probabilistic optimistic reasoning, while relaxation involved learning relaxation techniques. Patients had 10 weeks of exposure to the therapies and 3 months of follow-up. Using analysis of covariance, the results of the therapies showed that at post-treatment, the percentages of patient's improvement respectively were: exposure =58%, cognitive restructuring = 60% and relaxation group = 20%. The result of the study shows that cognitive-restructuring was more effective in treating symptoms of Post-Traumatic Stress Disorder (PTSD) when compared to live exposure and relaxation techniques. The study is related to the present study because both studies use cognitive restructuring techniques. It has demonstrated effectiveness of cognitive restructuring when compared to other techniques.

Behr and Cramer (1981) at the University of Minnesota carried out a study to investigate the effect of cognitive restructuring ability and level of teacher guidance interaction involving visual perceptual distracters. The population of the study was 22 fourth graders ages 9-10. There was no sampling because the numbers are manageable. The instrument used for the study was the Group Embedded Figure Test (GEFT) which was developed as measures of cognitive restructuring ability. The students were randomly assigned to two treatment conditions differing in levels of teacher guidance with an investigator assigned to

each treatment group. Four lessons were developed for each guidance group. The children were instructed to identify each problem by name and to identify a restructuring procedure for each one. Perceptual distracter problems were introduced as another instance where restructuring was needed. The lessons emphasized the idea that some information given in a problem may not be useful when solving it. The aim of the treatment therefore is to teach what perceptual distracter is and how to restructure them. The treatments lasted for three class period of 40 minutes per week for 8 weeks. Result shows that an interaction between cognitive restructuring ability and levels of teacher guidance was significant for items having perceptual distracters. The study is therefore related to the present study because both studies look at effects of cognitive restructuring on anger manifestation of secondary school students.

In another research carried out in United States of America by Gross and Williams (1982) its purposes to investigate the effects of cognitive restructuring and progressive relaxation for the treatment of speech anxious subjects. 32 subjects with speech-anxiety were evaluated. The researchers adopted a self-report measure of anxiety. Cluster analysis method were used to empirically generate two theoretical typologies responding and their interaction with cognitive restructuring and progressive relaxation. Tests for interaction indicated that subjects performance in progressive relaxation was relatively low compared to subjectsø high performance in cognitive restructuring. So far, studies in this sub-section have shown the efficacy of cognitive restructuring in solving behaviour problem.

The question that the researcher would want to ask is, would the same level of efficacy be found when applied to the problem of anger manifestation? Only the result of the present study would show it. Relating the study to the present study, one would comprehend some kinds of similarity between the study and the subject under study. It is an indication that students who manifest anger inappropriately will learn from the studies to solve their behavioural problems.

Cognitive Restructuring and Gender

In a research carried out by Hammerfall (2004) at the University of Zurch to investigate the effect of cognitive restructuring on stress in responses to healthy men and women. The purpose of the study was to investigate the influence of cognitive restructuring on stressed health of men and women in the University of Zurch. Three research questions and one null hypothesis guided the study. The researcher employed quasi experimental pre-test, post test design. 53 healthy subjects were randomly assigned to cognitively restructuring stress management (CRSM) training and a control condition. Mean, standard deviation and t-test statistics were used in data analysis. The results showed that the effect of cognitive restructuring was more beneficial to men than in women in the treatment group. The study has relationship with the present study because both of them were carried out on cognitive restructuring technique. However, both adopted quasi-experimental design.

In a similar research carried out by Etaugh and Hall (1983) at the University of Bradley, Petoria to examine the hypothesis that gender differences in caring

restraint might mediate previously reported differences in cognitive restructuring task. 30 female and 30 male college students matched for dietary restraint were administered two tests that had differentiated females from males and obese from normal-weight individuals in previous research: Lunchinsø water jar problems, and the Embedded Figures Test. On the water jar problems, no gender differences were found supporting the hypothesis. On the Embedded Figure Test, males performed better than females, with restrained females tending to perform most poorly. This indicates that gender of the students was a significant factor in the previously reported gender differences in cognitive restructuring. The study has relationship with the present study because both of them were carried out on cognitive restructuring techniques and used the same research design.

Also in another study carried out by Esere and Idowu (2005) at the University of Ilorin to investigate the efficacy of cognitive restructuring procedure, in resolving marital conflicts among couples in Ilorin. A 2 x 2 factorial design was used involving a sample of 20 couples who were randomly assigned to two groups: Cognitive Restructuring Training Programme ó CORTP and CONTROL. A validated instrument termed (Married Couples Relationship Inventory ó MCRI) was administered to the two groups before and after the experimental programme. ANCOVA and t-test statistics were used to test the hypothesis. The results show that CORTP was effective in marital conflict resolution. It was also found that the treatment was not affected by gender. Towards this end, the use of conjoint marital therapy for the treatment of cases like this was recommended which indicates that

both gender benefited from the treatment offered. Relating this study to the present study one can observe some kinds similarity between them. Both studies ascertain the effect of Cognitive Restructuring on male and female clients.

Studies on Bibliotherapy

Ilogho (2011), carried out a research work on Bibliotherapy: An option for enhancing studentsø motivation for academic achievement in Iganmode Grammar School and Grait International College, Ota, Ogun state, Nigeria. The study examines Bibliotherapy (Book Therapy) as an option for fostering studentsø motivation for academic achievement and success. Four research questions guided the study. The research is a descriptive survey design study and random sampling technique was adopted for the study. The respondents for this study are senior secondary school 3 students from Iganuode Grammar School (A public school) and Grait International College (a private school) both located in Ota, Ogun state, Nigeria. The instrument for data collection was structured questionnaire. The finding revealed that students who read diverse kinds of materials including textbooks; used library material; and acquired personal reading materials had their achievement motivation enhanced than those who do not read books, use library resources or acquire personal books. However, male students benefited more than their female counterparts in academic achievement. The above research study relates to the presents study because they are invested in factors associated with bibliotherapy which is one of the variables under discourse.

Ordu and Igbrude (2005), investigated the effectiveness of group counselling and bibliotherapy on workers pre-retirement adjustment in Port-Harcourt local government Area of River State. The nonequivalent pre-test post test control groups quasi experimental design was used for the study. 120 subjects, 80 experimental subjects and 40 controls made up the sample. Data were collected with a researchers developed item. Face validity and reliability of PRAS was established through Cronbach Alpha technique. Coefficient obtained was 0.81.Mean and standard deviation and Analysis of Covariance (ANCOVA) were used to analyze the data got for the three null hypotheses at 0.05 level of significance. The results showed among others that group counselling affected both males and females pre-retirement adjustment but bibliography affected groups more than group counselling. Group counselling and bibliotherapy affected pre-retirement of workers who have different years to retire. Based on the findings of the study, implications for counselling were highlighted. Relating this to the present study, one can observe some kinds of similarity because both studies used quasi experimental design and the study demonstrated the effectiveness of Bibliotherapy which is the technique this study has adopted.

Melissa (2004) investigated bibliotherapy and anger management of students in University of Wisconsin-Stout. The study examined the method of bibliotherapy in teaching students to understand and manage their anger. Four research questions and two hypotheses guided the study. A descriptive survey design was used for the study. The population of the study was 2560 students in

University of Wisconsin-Stout. The researcher used simple random sampling to draw 800 students in the study area. The instrument for data collection was structured questionnaire. The findings showed that students who make use of literature regularly adjust their anger, than those who do not read their books. Books were therefore recommended for students to help understand and deal with their anger. The above study is related to this study because it will highlight the importance of bibliotherapy and anger manifestation behaviour to the present study.

Summary of Literature Review

From the literature reviewed in this study the researcher was able to explored the present state of anger manifestation among students within the area of the study. Literature reviewed showed that anger is one of the most complex and difficult problems faced by students in secondary schools. It interferes with the studentsø academic performance, career options, and personal and social growth, and it threatens the very safety of students. Cognitive restructuring and bibliotherapy are therefore introduced to see its effects on anger manifestation behaviour.

The concept of anger, anger manifestation, cognitive restructuring and bibliotherapy techniques were all defined. Some of the theories on which the study anchored were reviewed and discussed in line with the present study, these theories are:- Social Learning Theory, Behavioural Counselling Approach and Rational Emotive Therapy (RET). These theories have contributed greatly in

handling counselling problems of varied individuals. Anger which is a social phenomenon has relationship with these theories. For instance, students occasionally fall into bad habits, which may lead to violent behaviour, teachers and counsellors can use this approach to help students to unlearn bad habits formed. And Ellis the proponent of (RET) believes that the emotional disturbances of clients which may lead to anger behaviour are not illness and that change is possible through counselling. The study is therefore anchored on social learning theory, behavioural counselling approach and rational emotive therapy since they have direct relationship with the present study.

Review of empirical works showed that some works have been carried out in some related areas to the study at hand. For instance, many studies associated with cognitive restructuring and ant-social behaviour have been done targeting adolescents. However, none of the works available to the researcher seems to have focused on cognitive restructuring and bibliotherapy techniques on anger manifestation behaviour of secondary school students. This is the gap this study want to fill. This study is therefore carried out on the effects of cognitive restructuring and bibliotherapy techniques on anger manifestation behaviour of secondary school students.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the procedure that was adopted in carrying the study under the following subheadings: Design of the Study. Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the Study

The study adopted the quasi-experimental research design. The quasi-experimental research design according Ali, (2006) establishes cause and effect relationship. The author opined that one or more independent variables are manipulated by the researcher under controlled condition and its effect observed.

Specifically the design is a pre-test and post-test control design. The students who were divided into two groups (A and B) were pre-tested to obtain the baseline data and later were post-tested to determine the effects of the treatment on them. This study falls into this kind of design because data will be collected from students to indicate whether anger manifestation of students is reduce or not and effects of each of two independent variables on the reduction of the anger manifestation of students.

Pre-test ó post-test control group design is shown in the table below.

Table 1:   **Pre-test – Post-test Control Group Design**

Group	Pre-test	Treatment	Post-test
Experimental 1	0_1	CR	0_2
Experimental 2	0_1	BT	0_2
Control Group	0_1		0_2

Key

E	-	Experimental Groups
0_1	-	Pre-test
CR	-	Cognitive Restructuring
BT	-	Bibliotherapy
0_2	-	Post-test

Area of the Study

The study was carried out in senior secondary schools in Enugu urban, the capital of Enugu State which comprises three local government areas namely: Enugu North, Enugu South, and Enugu East. The inhabitants of Enugu urban are mainly civil and public servants. There are 34 secondary schools in the area of the study; 7 boys, 10 girls only and 17 co-educational schools, according to the information and data obtained from Enugu State post primary schools Board 2010/2011 academic session.

The researcherøs experience as a priest who has worked in this heart of Enugu urban for six years and handled many family cases showed that anger

manifestation behaviour is rampant among students; teachers and their families. Senior secondary school students in Enugu urban are considered most appropriate for this study because of the observed apparent incidence of anger manifestation behaviour among students.

Population of the Study

The target population for the study comprised 41 students of Army Day Secondary School in Enugu Urban of Enugu State. These are students identified by their Counsellors and whose names appeared more than twice in their school Guidance Counsellors log book on anger manifestation behaviour, in a preliminary investigation carried out by the researcher with the Counsellors in the area.

Sample and Sampling Techniques

The entire population of the study was used as sample. This is because the number is not too large to manage, when a population is small, all its members can be used as sample in which case the population becomes the sample Ali (2006). It is based on the above authority therefore that 41 identified students who manifest anger in Enugu urban were used for this study.

Instrument for Data Collection

The instrument for data collection was a 27-item questionnaire designed by the researcher, titled õAnger Manifestation Behaviour Inventoryö (AMBI). The questionnaire is made up of two parts ó A and B. Part A focused on personal data

of the students such as gender and school while part B elicited information on anger behaviour of the students.

The items-are placed on a four point response scale of very often, often, sometimes and never which are weighed 4,3,2 and 1 respectively. Part B has the alternative response option of: Very Often, (4); Often (3); sometimes (2); Never

Validation of the Instrument

The instrument was subjected to face validation by three experts in the University of Nigeria, Nsukka. Two of the experts are from Educational Foundations (Guidance and Counselling) and one from Measurement and Evaluation (science education)of the Faculty of Education. The experts were asked to add or remove any items of the instrument that they considered not useful to the study. They were equally asked to look at the research questions and hypotheses to suggest better ones. The experts also suggested the removal of some items in the questionnaire which did not reflect the research questions. The experts also suggested restructuring the language of the items in the questionnaire. Further suggestions led to re-restructuring of the purpose of the study, research questions and hypotheses to make them more meaningful. These corrections were effected in producing the final version of the instrument used.

Reliability of the Instrument

The reliability test of the instrument was carried out in Nsukka Urban Local Government Area of Enugu State using 21 SS II students identified with anger behaviours in two schools. This trial testing is to enable the researcher determine

the internal consistency reliability estimate of the instrument using Cronbach Alpha statistic. The analysis of data yielded Alpha co-efficient estimate value of 0.94. This high co-efficient estimate value reveals that the instrument is reliable to be used for the study.

Method of Data Collection

The researcher adopted a three phase procedure for data collection in this study namely-pre-treatment phase, treatment phase and post treatment phase. The researcher used two assistants to help collect the data.

The pre-treatment phase of the study involved preliminary introductions and pretreatment assessment (pretest). This yielded the baseline data for the study. The treatment phase which is the second phase involved the actual manipulation of the experimental conditions while the third phase is the post-treatment which ascertained the treatment effects.

Experimental procedure

The experimental procedure took place in three phases.

(1)   Pre-treatment phase: Prior to the first session with subjects, the researcher first trained two research assistants who served as facilitators for the two groups involved in the investigation. The research assistants are the school guidance counsellors who are trained experts in handling psychological/ behavioural problems of students. These research assistants implemented the two treatment packages for the six (6) weeks, carried out the pre-treatment phase, the treatment

phase and the post treatment phase and collected the data at the end which was handed over to the researcher.

Secondly, the researcher and each of the research assistant met with all the students identified at their first meeting in their school and to establish rapport with them to ensure that they were relaxed throughout the programme. This was introduced to provide opportunities for the students to feel more comfortable with the facilitators and with one another.

Thirdly, the structure of the programme was laid out to the subjects specifically, the subjects were told that they would be assigned to one of the two treatment groups. Expectations such as regular attendance, punctuality and cooperation was spelt out. Specific time for the programme was also discussed and agreed on, including the venue for the programme. Possible reinforcement like water or snacks was provided.

Finally, before the administration of the Anger Manifestation Behaviour Inventory (AMBI), each subject was assigned a code number to be used for both the pre-test and post-test to avoid altering their individual score result.

(2)   Treatment phase: The behaviour modification Training Programme was used for the treatment. Treatment group 1 received counselling using Cognitive Restructuring technique, treatment group 2 received counselling using Bibliotherapy technique (a method designed by the researcher) while control did

not receive counselling. The treatment packages for the two treatment groups are fully detailed, (see Appendix C).

(3) **Post-treatment phase:** The post treatment phase was carried out after the experiment. The Anger Manifestation Inventory was given to the subjects to respond to, but was re-arranged. Their responses were scored and the results compared with the pre-test scores of the subjects. From the results, effects of the treatment on the subject was inferred.

Control of Extraneous Variables

This study is quasi-experimental research which was carried out in a realistic situation in which the independent variables of CR and BT were manipulated by the researcher under a carefully controlled condition. This will be made possible by controlling some variables which would have had confounding effects on the variables under study.

(1) **Ensure Homogeneity:** To ensure homogeneity, subjects were selected based on those who manifested anger and whose names appeared more than twice in their school counsellor log book. In addition, all the subjects were found in the same schools and in the same socio-geographical locations.

(2) **Controlling therapists factor:** This was done by ensuring that the treatment was administered only by the two trained research assistants.

(3) **Control for subjects test wise:** This was done by re-arranging the AMBI items for post test data collection.

(4) **Statistical control:** Analysis of covariance (ANCOVA) was used to analyze the findings of this study. This is because it is effective in removing from the treatment those differences which could be correlated with covariant and to adjust the post treatment means for differences between the various groups in the experimental conditions.

(5) **Control subject mortality:** This was done through constant encouragement of the subjects to ensure that no one drops out before end of the programme.

Method of Data Analysis

The data collected by administering the research instrument was analyzed in line with each research question and hypothesis. Descriptive statistics such as Mean and Standard Deviation were used in answering the research questions. Analysis of covariance (ANCOVA) was used to test null hypotheses to be tested at $p < 0.05$ level of significance. ANCOVA was also used to determine if there was significant difference in the mean scores of the groups.

In the final analysis of the result, the decision rule stands to indicate that the higher the mean scores (pre-test), the higher the manifestation of anger behaviour, whereas the lower the mean scores, a reduction on anger manifestation behaviour is inferred. Therefore, students that had high pre-test mean scores and after treatment had a low post-test mean scores showed that such anger student have benefited from the treatment offered. Likewise, if the calculated F value exceeds the critical F table at 0.05 level of significance, the decision rule is to reject the null hypothesis, otherwise the null hypothesis stands.

CHAPTER FOUR

RESULTS

This chapter presents results of data analysis based on the four research questions and the two null hypotheses that guided the study. The major findings of the study are also presented in this chapter.

Research Question One

What is the difference in the mean anger manifestation behavior scores of students exposed to cognitive restructuring and those not exposed to the technique?

Table 1: Mean scores and standard deviations on anger manifestation by cognitive restructuring technique and control group

	Pretest			Posttest			Mean gain score
Groups	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Cognitive Restructuring	13	3.40	.38	13	1.53	.06	1.87
Control	15	3.34	.60	15	3.21	.23	0.13

Data on Table 1 show pre-test and post-test mean scores on anger manifestation by cognitive restructuring technique and control group. Students exposed to cognitive restructuring technique had pretest scores of 3.40 and standard deviation of 0.38 and a post test mean scores of 1.53 with a standard deviation of 0.06. The post-test pretest mean difference is 1.87. The students in the control group had pre-test scores of 3.34 with a standard deviation of 0.60. Those

in the post-test had 3.21 scores with standard deviation of 0.23. The post-test pretest mean difference is 0.13. The standard deviation which ranged from .38 to .06 showed a high variation of the scores from the mean. The data on the table suggest that students exposed to cognitive restructuring technique showed lower manifestation of anger behaviour as evidenced by their difference in the mean scores.

Research Question Two

What is the difference in the mean anger manifestation scores of students exposed to bibliotherapy and those not exposed technique?

Table 2: Mean score and standard deviation on anger manifestation by bibliotherapy technique and control group.

	Pretest			Posttest			Mean gain score
Groups	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Bibliotherapy	13	3.49	.12	13	1.51	.07	1.98
Control	15	3.34	.60	15	3.21	.23	0.13

Data on Table 2 show the pretest and post-test mean anger manifestation scores of students exposed to bibliotherapy and those in the control group. Students in the bibliotherapy technique had pretest scores of 3.49 and standard deviation of .12, and a post-test mean score of 1.51 with a standard deviation of .07. The post-test pre-test mean difference is 1.98. Students in the control group had pretest score of 3.34 with standard deviation of .60, and a post-test mean score

of 3.21 with a standard deviation of .23. The post-test pre-test mean difference is 0.13. The standard deviations which ranged from .12 to.23 showed a high variation of the scores from the mean. The data on the table suggest that students exposed to bibliotheraphy technique show lower manifestation of anger behaviour as evidenced by their difference in the mean scores. This is because the higher the scores of the students on the anger behaviour inventory, the more the anger behaviour.

Research Question Three

What is the difference in the mean anger scores of male and female students exposed to cognitive restructuring technique?

Table 3: Mean and standard deviation of male and female students on cognitive restructuring

	Pretest			Posttest		Mean gain score
Groups	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Male	7	3.30	.52	7	1.52	.02	1.78
Female	6	3.53	.05	6	1.54	.09	1.98

Data on Table 3 show the anger manifestation behaviour of students in Enugu urban of Enugu State. Male students had pre-test mean score of 3.30 with standard deviation of .52 and a post-test mean score of 1.52 with standard deviation of .02. The mean difference score for the male students was 1.78. The female students had a pre-test mean score of 3.53 with standard deviation of .05

and a post-test mean score and standard deviation of 1.54 and .09 respectively. The mean difference score for female students was 1.98. The females had a slightly higher mean gain score than the males which suggested that female students benefited better from cognitive restructuring technique than their male counterparts. The post-test mean score of 1.52 and 1.54 for males and females respectively also indicate this. As already noted, the lower the mean scores, the lower anger behaviour manifestation.

Research Question Four

What is the difference in the mean anger scores of male and female students exposed to bibliotherapy technique?

Table 4: Mean and standard deviation of male and female students on bibliotherapy.

	Pretest			Posttest			Mean gain score
Groups	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Male	6	3.50	.17	6	1.51	.03	1.99
Female	7	3.49	.08	7	1.51	.09	1.98

Data on Table 4 show the anger manifestation behaviour of students in Enugu urban of Enugu state. Male students had pre-test mean score of 3.50 with standard deviation of .17 and a posttest mean score of 1.51 with a standard deviation of .03. The female students had a pre-test mean score of 3.49 with a standard deviation of .08 and a post-test mean score and standard deviation of 1.51

and .09 respectively. The standard deviation which ranged from .03 to.09 showed that the scores varied minimally indicating that the variation scores from the means are not much. The mean difference for male is 1.99 while that of female is 1.98. The males had a slight higher mean gain score than the females which suggested that males benefited better from bibliotherapy technique than their female counterparts.

Hypothesis One

There is no significant difference in the mean anger manifestation scores of male and female students exposed to cognitive restructuring technique. Data testing this hypothesis are contained in table 5 and 7.

Table 5: Analysis of Covariance of anger manifestation scores of students as measure by anger behaviour inventory.

Source	Sum of squares	df	Mean square	F	Sig.
Corrected model	26.997a	6	4.500	178.263	.000
Intercept	2.265	1	2.265	89.731	.000
Pretest	.001	1	.001	.655	.816
Treatment	26.030	2	13.015	515.620	.000
Gender	.001	1	.001	.026	.872
Treatment Gender	.010	2	.005	.196	.823
Error	.858	34	.025		
Total	215.020	41			
Corrected Total	27.856	40			

Data on Table 5 above indicate that there was no significant difference in the mean anger manifestation scores of male and female students exposed to

cognitive restructuring. This is shown by the calculate F-Value of 0.20 which is less than the critical value of 0.82 at 0.05 level of probability. As the calculate value is less than the critical value, the null hypothesis is not rejected. The implication of this therefore, is that there is no significant difference between the mean anger manifestation score of male and female students exposed to cognitive restructuring technique.

Table 6: Multiple comparison of cognitive restructuring and bibliotherapy and control group on mean anger manifestation behaviour.

(1) Treatment Groups	Treatment Groups	Mean Difference	Std score Error	Sig.
	Cognitive			
Bibliotherapy	Restructuring	-.01923	.05931	.949
	Control	-1.69390*	.05730	.000
Cognitive Restructuring	Bibliotherapy	.01923	.05931	.949
	Control	-1.67467*	.05730	.000
Control	Bibliotherapy	1.69390*	0.5730	.000
	Cognitive Restructuring	1.67467*	.05730	.000

*The mean difference is significant at the 0.05 level.

The results of the multiple comparison analysis shown on the table above indicate that there was no significant difference in the mean anger manifestation scores of students exposed to cognitive restructuring and bibliotherapy techniques as shown by the mean difference of -.01923 which is significant at .949 level but not significant at the 0.05 level set for the study. However, there were significant differences in the mean anger manifestation scores of students exposed to

cognitive restructuring and bibliotherapy techniques, and those in the control group as shown by the mean differences of 1.69 and 1.67 for control and cognitive restructuring and bibliotherapy respectively. Their mean differences are significant at the 0.05 level of significance.

Table 7: Analysis of Covariance of anger manifestation scores of students as measure by anger behaviour inventory.

Source	Sum of squares	df	Mean square	F	Sig.
Corrected model	26.997a	6	4.500	178.263	.000
Intercept	2.265	1	2.265	89.731	.000
Pretest	.001	1	.001	.655	.816
Treatment	26.030	2	13.015	515.620	.000
Gender	.001	1	.001	.026	.872
Treatment Gender	.010	2	.005	.196	.823
Error	.858	34	.025		
Total	215.020	41			
Corrected Total	27.856	40			

Hypothesis Two

There is no significant difference in the mean anger manifestation scores of male and female students exposed to bibliotherapy technique.

Results presented in Table 5 revealed that the calculated F-Value of 0.026 is less than the critical value of 0.87 at 0.05 alpha level of probability. Since the calculated value is less than the critical value the null hypothesis is not rejected. Thus, there is no significant difference in the mean anger manifestation scores of male and female students exposed to bibliotherapy technique. The earlier observed

difference between the mean anger manifestation scores of male and female students when exposed to bibliotherapy technique is attributed to error.

Summary of Findings

1. Intervention using cognitive restructuring technique reduces anger manifestation behaviour of students.

2. Intervention using bibliotherapy technique reduces anger manifestation behaviour of students.

3. Female students exposed to cognitive restructuring benefited slightly more than their male counterpart.

4. Male students exposed to bibliotherapy benefited slightly more than their female counterpart.

5. There was no significant difference in the mean anger manifestation behavior of male and female students exposed to cognitive restructuring technique.

6. There was no significant difference in the mean anger manifestation behavior of male and female students exposed to bibliotherapy technique.

Female students exposed to cognitive restructuring benefited slightly more than their male counterpart. This might be because female seem to more patient and therefore more disposed to undergo the rigorous steps involved in cognitive restructuring

Male students exposed to bibliotherapy benefited slightly more than their female counterpart. This might be because men are more intellectual and can read more books and apply it to their lives.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

AND SUMMARY

This chapter discusses the findings of the study, the conclusions, the educational implications, recommendations, limitations of the study, suggestions for further studies and summary of the study.

Discussion of Findings

The discussion is made under the following sub-heads:

1. Intervention using cognitive restructuring technique reduces anger manifestation behaviour of students.

2. Intervention using bibliotherapy technique reduces anger manifestation behaviour of students.

3. There was no significant difference in the mean anger manifestation behavior of male and female students exposed to cognitive restructuring technique.

4. There was no significant difference in the mean anger manifestation behavior of male and female students exposed to bibliotherapy technique.

Both cognitive restructuring and bibliotherapy were found to be effective in reducing anger manifestation of students irrespective of gender.

Cognitive Restructuring Technique and anger manifestation behaviour of students

The result of this study shows slight difference in the pretest and posttest scores of students exposed to cognitive restructuring technique and control group. This slight difference in the pretest result provided basis on which it could reasonably be assumed that students had an equivalent manifestation of anger behaviour at the commencement of the treatment. The overall result indicate that students exposed to cognitive restructuring benefited immensely from the programme based on the difference in their mean gain scores. The above research findings agree with the findings of Herker, Fink, Vogeltanz, Thorpe and Sigmond (2008) which noted that clients that were exposed to cognitive restructuring showed greater improvement from panic and maintained improvement after follow-up period than participants in the other invention. The findings also supports the findings of Montaldo (2007) which asserts that cognitive restructuring is a method of changing thoughts, attitudes, and beliefs, by specifically targeting anti-social thought patterns which leads youths to rationalize or justify negative behaviours. Cognitive restructuring is therefore a good technique to reduce anger manifestation behaviour of students as shown in these findings.

Bibliotherapy technique and anger manifestation behaviour of students

Results in Table 2 show difference in the pretest exposed to bibliotherapy technique and control group. The overall result indicates that students exposed to bibliotherapy benefited immensely from the programme based on the difference in

their mean gain scores. In other words, students reduced their anger manifestation behaviour after being exposed to the treatment. The findings are in agreement with Melissa (2004) who found that students who make use of bibliotherapy technique regularly adjust their anger more than those who do not use the technique. The findings of this study agree with Prater, Johnstun, Tina and Warion (2006) who found that bibliotherapy is using books to aid people in solving the issues that they may be facing at a particular time. The point is that reading books helps, according to Prater et al, to reduce anger manifestation among students.

Gender and anger manifestation behaviour of students exposed to cognitive restructuring

The results of this study show slight difference in the pretest and posttest scores of male and female students exposed to cognitive restructuring. This slight difference in the pretest result provided basis on which it could reasonably be assumed that the male and female students are homogenous at the commencement of the treatment. The overall result indicates that female students benefited slightly more than the male students in cognitive restructuring technique based on the differences in their mean gain scores. The results showed that the effect of cognitive restructuring was more beneficial to females than the males in the treatment. The analysis of covariance (ANCOVA) for gender in Table 5 however indicates that there is no significant difference in the post-test mean anger manifestation behaviour of male and female students exposed to cognitive restructuring. The above research outcome however, is not in agreement with

Hammerfall (2004) out investigated the effect of cognitive restructuring stress responses in healthy men and women and found that men benefited more than their women counterpart. The present work rather supports, Esere and Idowu (2005) noted that gender was not a factor in cognitive restructuring technique as regards marital conflicts among couples.

Gender and anger manifestation behaviour of students exposed to bibliotherapy.

The results of this study show slight difference in the pre-test and post-test scores of the students exposed to bibliotherapy technique. This slight difference in the pretest result provided basis on which it could be assumed that the students in treatment are homogenous at the commencement of the treatment. The overall result indicates that male students benefited slightly more than the female students in bibliotherapy technique based on the differences in their mean gain scores. The results shows that the effect of bibliotherapy was more beneficial to males than females.

There was no Significant Difference in the Mean Anger Manifestation Behaviour of Male and Female Students Exposed to Cognitive Restructuring Technique

The data presented in Table 5 with respect to hypothesis 1 shows that the calculated value is less than the critical value for anger manifestation of male and female students toward cognitive restructuring technique. Thus, the corresponding null hypothesis is upheld. Therefore, the researcher concludes that no significant difference exists between male and female students in respect of their anger

manifestation towards cognitive restructuring technique. The findings, however is in agreement with the study of Esere and Idowu (2005) that noted that gender was not a factor in cognitive restructuring technique as regards marital conflicts among couples. Findings of this study suggest that cognitive restructuring technique should be used to reduce anger manifestation behaviour of students in schools.

There was no Significant Difference in the Mean Anger Manifestation of Male and Female Students Exposed to Bibliotherapy Technique

Result presented in Table 5 with respect to hypothesis 2 shows that the calculated value is less than the critical value at the given alpha level of significance. This therefore, means that the null hypothesis is not rejected. This implies that there is no significant difference in the anger manifestation of male and female students exposed to bibliotherapy technique. This suggests that gender is not a significant factor in anger manifestation on bibliotherapy technique. These findings are in agreement with the study of Ilogho (2011) who observed the effectiveness of bibliotherapy on students motivation for academic achievement. The findings of this study therefore, suggest that bibliotherapy technique should be used to reduce anger manifestation behaviour of students in schools.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. Intervention using cognitive restructuring technique reduced anger manifestation behaviour of students.

2. Intervention using bibliotheraphy technique reduces anger manifestation behaviour of students.

3. When students are exposed to cognitive restructuring technique female students benefited slightly more than the male students.

4. When students are exposed to bibliotherapy technique male students benefited slightly more than the female students.

5. There was no significant difference in the mean anger manifestation of male and female students exposed to cognitive restructuring technique.

6. There was no significant difference in the mean anger manifestation of male and female students exposes to bibliotherapy technique.

Educational Implications of the Findings

From the findings of this study, one can deduce some far reaching educational implications for students, parents, the educational system and counsellors. The study provides an empirical evidence of the effectiveness of cognitive restructuring and bibliotherapy techniques on anger manifestation behaviour of students. The students exposed to cognitive restructuring and bibliotherapy techniques reduced their anger manifestation behaviour. This implies that there was reduction of the anti-social behaviour such as fighting. The findings

of the study imply that there is need to provide all students with counselling on all the aspects of cognitive restructuring and its academic and socio-personal implication.

The findings of the study revealed that providing cognitive restructuring and bibliotherapy techniques to students is not counter productive and therefore, it is necessary to state that the resistance of parents and other significant persons in the society towards guidance for students have been broken.

The results of this study show that students can use cognitive restructuring and bibliotherapy techniques to great advantage. For this, it implies that the educational system may need to modify secondary school curriculum to include these techniques for reducing anger manifestation behaviour of students. Both cognitive restructuring and bibliotherapy techniques are effective in reducing the anger manifestation behaviour of students.

The results also show that gender is not a significant influences in the students anger manifestation behaviour. This implies that those treatment techniques should therefore be used by counsellors in all the schools irrespective of gender of students. This implies that both male and female students need cognitive restructuring and bibliotherapy techniques for anger behaviour reduction.

Recommendations

Based on the findings of this study, the following recommendations have been proffered.

1. The federal and state Ministries of Education should organize and sponsor workshops and seminars for educational psychologists, school guidance counsellors and leaders on how to implement cognitive restructuring and bibliotherapy training techniques.

2. Guidance counsellors, educational psychologists, and curriculum planners should plan a programme of intervention based on the principles of cognitive restructuring and bibliotherapy techniques for students.

3. School guidance counsellors and educational psychologists should recognize that gender is not a significant factor in the anger manifestation behaviour of students and therefore should take cognizance of it in planning treatment programme for the students in schools.

Limitation of the Study

1. The study was carried out in a particular state in Nigeria (Enugu State) and to a particular secondary schools (Army Day Secondary School Enugu) and with a selected number of students. It may not be feasible therefore, to generalize the findings across Nigeria. Such generalization should be done with caution as results in other areas may or may not be the same.

2. The present study was limited to only students in one secondary school. Results from similar investigation involving teachers may or may not confirm the present findings.

Suggestions for Further Study

Based on the findings as well as the limitations of the study, it is suggested that other researchers could address the following:-

1. Replication of this study using more schools in other states of the federation.

2. A similar study in tertiary institutions could be carried out in order to compare results.

3. This study could also be carried out in primary schools because quite a number of cases of anger manifestation behaviour take place there.

Summary of the Study

The study was designed to determine the effects of cognitive restructuring and bibliotherapy techniques on anger manifestation behaviour of students in Enugu State.

Four research questions and two hypotheses guided the study. The research design used in the study was quasi-experimental which adopts the pre-test and post-test control group design. A total of 41 students were used for the study. The research tool used for data collection was anger manifestation behaviour inventory constructed by the researcher with the help of experts in the field of guidance and counselling, Educational Psychology and Measurement and Evaluation. The inventory was validated. An internal consistency reliability coefficient was

determined through trial testing of the instrument using Cronbach Alpha method and an estimated value of 0.94 was obtained.

Mean and standard deviation were used to answer the four research questions of the study while the Analysis of Covariance (ANCOVA) was employed to test the hypotheses at 0.05 significance level.

The analysis of the data revealed the following findings:

1. Students exposed to cognitive restructuring had mean gain scores of -1.87 in terms of reducing their anger manifestation behaviour.

2. Students exposed to bibliotherapy had mean gain scores of -1.98 in terms of reducing their anger manifestation behaviour.

3. The male and female students exposed to cognitive restructuring had mean gain scores of -1.78 and -1.98 respectively in reducing their anger manifestation behaviour.

4. The male and female students exposed to bibliotherapy had mean gain scores of -1.99 and -1.98 respectively in reducing their anger manifestation behaviour.

In view of the findings, it implies educationally, that experts in counselling should modify programme intervention in counselling service to include this treatment techniques for reducing anger manifestation behaviour and all forms of anti-social behaviours among students. Based on the findings, it was recommended that the Federal and State ministries of education should organize and sponsor workshops and seminars for educational psychologists, and guidance counsellors on how to implement cognitive restructuring and bibliotherapy techniques.

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APPENDIX A

Pre-test ó post-test control group design is shown in the table below.

Table 1:   Pre-test – Post-test Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental 1	0_1	CR	0_2
Experimental 2	0_1	BT	0_2
Control Group	0_1		0_2

Key

E   -   Experimental Groups

0_1 -   Pre-test

CR   -   Cognitive Restructuring

BT   -   Bibliotherapy

0_2 -   Post-test

APPENDIX B

DIAGRAMMATICAL REPRESENTATION OF SUBJECTS

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                          ┌─────────────────┐
                          │   41-subjects   │
                          └────────┬────────┘
            ┌──────────────────────┼──────────────────────┐
      ┌───────────┐          ┌─────────────────┐      ┌───────────┐
      │   CR 13   │          │ Control Group 15│      │   BT 13   │
      └─────┬─────┘          └────────┬────────┘      └─────┬─────┘
        ┌───┴───┐              ┌──────┴──────┐          ┌───┴───┐
    ┌───────┐ ┌───────┐    ┌───────┐   ┌───────┐    ┌───────┐ ┌───────┐
    │ M=7   │ │ F=6   │    │ M=8   │   │ F=7   │    │ M=6   │ │ F=7   │
    └───────┘ └───────┘    └───────┘   └───────┘    └───────┘ └───────┘
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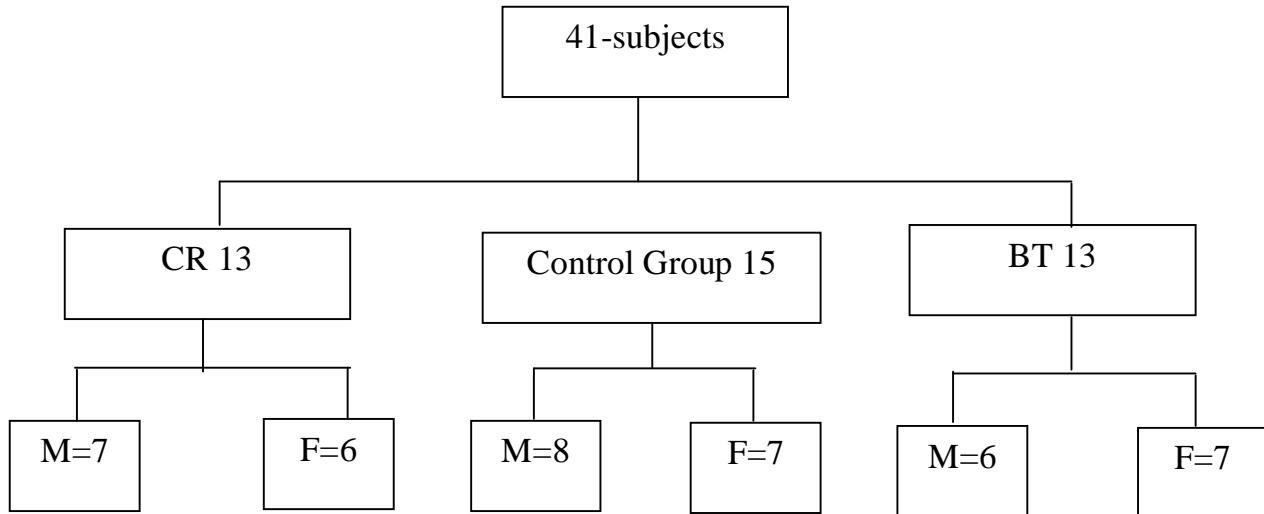
Key:

CR   =   Cognitive Restructuring

BT   =   Bibliotherapy

M   =   Male

F   =   Female

Control group

APPENDIX C

TREATMENT MODEL I

Approach: Cognitive Restructuring Therapy

Theory Employed: Rational Emotive Theory of Albert Ellis

Skills: Questioning, Explanation, Rapport, Clarifying, Reinforcement, Reassurance, Empathy, unconditional positive regards and Homework.

Materials: Books, sheets of paper and chalkboard.

Mode: Group Counselling

Subjects: Angry students in secondary schools in Enugu state, that were identified by their school guidance counsellor and whose names appeared more than twice in the school counsellor's log book.

Duration: (6 weeks). Each session lasted for 80 minutes, that is, normal double class lesson for group counselling.

Objectives:

1.   To help the clients change their anger behaviour.

2.   To help the clients regulate anger manifestation.

3.   To teach them to consciously take charge of their appraisal process so as to make sure their conclusions are accurate and free from biases and mistakes.

4.   To help the clients manage their anger behaviour.

Structure: Talks, discussions, homework, practices on a situation, thoughts ó analysis, emotions, physical feelings and actions of anger students.

Procedure: WEEK 1 – Orientation

Step 1: In this session, the counsellor established or created a cordial, free, friendly, permissive, comfortable and trusting environment. The creation of conducive atmosphere for the clients is important for relaxing the clients and making them feel at home. The counsellor did this by introducing himself to the clients and asked them to introduce themselves one after the other.

The counsellor also introduced a neutral topic like õThe weather is fineö, õI like your dressö, õThat chart on the wall is a beautiful oneö, õWhat is your opinion about the Boko haram in Northern part of the countryö? The neutral topics like the ones above can further relax the clients. The counsellor was friendly, showed sustained interest and understanding. This developed in the clients trust, acceptance and confidence for the counselor.

The counsellor made a short explanation on the problem they have come to discuss by defining anger as a feeling expressed in physical and emotional ways by students, often connected to other emotions. It is studentsø feeling response to a situation based on personal

interpretation of the situation, given one's value, beliefs and past experiences.

The counsellor also went further to tell the clients that anger is a feeling of indignation and hostility that involves complex emotions and depends on how one evaluates events and/or situations. Our own thought processes perpetuate anger and everyone has had angry feelings at one time or the other. The feeling of anger is often viewed negatively. The realization should be that the feeling of anger is not bad; but the way in which individuals deal with anger can be bad. However, the counsellor told the clients that anger is a behavioural problem which has very many consequences on the life of those involve in it. Not only that, it affects your concentration in the class lessons, it makes some of your victims to stop coming to school due to fear of your actions. If you continue with the behaviour, you might dropout of school. Also anger can cause permanent injury. My good friends, anger behaviour do not just occur. Usually anger occurs in response to certain events. These events are natural and can be managed. My good friends, feel free, be regular in this programme for you have a lot to gain at the end which will improve you and your self esteem and selfworth. Before the end of this programme, you will be

a different person altogether. You will be more positive in assessing people and empathic to others.

At this juncture, the counsellor established the =Ground Ruleø that guided the programme, all students copied the rule in their exercise books. These rules includes:

1. Venue of the meeting.

2. Time and days of the meeting.

3. Cooperation from the students.

4. Punctuality to the meeting.

5. Regularity to the meeting.

6. Mode of conduct of each client.

7. Duration of the programme.

8. Reinforcers for the programme.

Question Time: Here, the counsellor asked the clients to ask questions freely. The clients asked questions freely. The clients asked questions concerning anger tendencies, the gains of the programme and questions where they are not clear. The counsellor answered all the questions asked by the clients to sustain interest and understanding. This developed in the clients trust, acceptance and confidence for the counsellor.

Closure: This session ended after the counsellor (researcher) have emphasized the need for all to be punctual for the next session as very important and interesting issues concerning anger behaviour will be discussed. The counsellor shared pen and pencil to clients and shook hands with them before leaving.

WEEK 2: **Identification of Situations and Events**

Step 1: Here, the counsellor once again welcomed every client, made a roll call of the clients. Then, the counsellor asked them questions to recall what he said about anger behaviour to review the past week's discussion.

Step 2: After this, the counsellor asked the clients to describe various situations and events that make them to be angry, that is; irritable and/or ill-tempered situations. Such situations includes be beating by senior students, sent out of class during studies, being ask to write impositions, being frequently scolded by teachers and some teachers calling them names. As the clients describe various situations, the counsellor wrote them down without writing the names of the clients.

Step 3: Here, the counsellor appreciated the clients for being sincere and honest in presenting these situations and events by telling them that these situations are followed by how they think, this in turn affects

their actions. There are good and bad ways of reacting to situations and events you have mentioned today one after the other and verify the ways you could react to them helpfully.

Question Time: The counsellor told the clients to ask questions where they are not clear and he made every effort to answer their questions to their satisfaction. The counsellor encourages the clients by giving them groundnut and sachet water to help sustain their interest in the programme.

Closure: The counsellor thanked the clients for their punctuality and openness. He asked them to keep it up and reassures them that they will gain much from the programme.

WEEK 3: Interpreting Situations and Events

Step 1: Here, the counsellor welcomed the clients by asking them about their well-being and then praised them for their regularity and punctuality. He asked the clients how they feel about the previous session as the clients responds, he listens to their responses.

Step 2: In this step, the counsellor started reading out the situations and events the clients enumerated earlier in the previous session. After reading them out, he called the attention of the clients (students) on the need to examine their possible thoughts, assumptions and

inferences on each of the situation. He also told the clients that they should be aware of thought distortions which are causing the psychological distress and the anger behaviour that follows it. It is not the situations or events that make you angry but how you think and react. Each person has a different set of beliefs about himself/herself, his/her relationships and their world. These different beliefs act as filters, causing them to draw different conclusions about the meaning of events or situations that do occur.

Step 3: Here, the counsellor started by teaching the clients how to carefully examine and criticize their thoughts and beliefs so as to root out the source of bias that cause them to interpret things negatively. He told them; that they will root out the negative bias by identifying and rejecting thoughts that you know are biased and by attempting to replace them with more honest and objectively accurate thoughts.

For example, using the ABC principle of Rational Emotive Therapy (RET), the counsellor teaches the clients on examination of thought. The counsellor teaches the clients that Rational Emotive Therapy (RET) separates human emotions into appropriate and inappropriate feelings. Appropriate feelings constitute emotions (such as love, pleasure, joy, sorrow, regret and annoyance) that enable people to survive. Inappropriate feelings include emotions (such as grandiosity, depression, anxiety, shame and hostility) that interfere with people's

survival and long range happiness. When activating events or experience (A) óexample damaging of oneøs property is followed by an emotional consequence at (C) comprising inappropriate emotion such anxiety and aggression, thus the theory assumes that a person who adopts the rational thinking (RB) may see the event as not unfortunate, and try to manage the anger; but one with irrational behaviour will say õhow awfulö, how can this happen to a whole meö, he will feel bad and seek ways to vent his/her anger. An angry person should feel displeased and unhappy. It is proper and legitimate as these feelings could help him/her to manage their anger. But a client who broods over the event and consequently is depressed and despairing leaves much to be desired. This inappropriate feeling would blind the client and prevent him from recognizing how illogical his thoughts are. When this happens, the role of the counsellor is to confront the client with his irrational thoughts (IB) and help him (the client) to dispute it at (D) and replace it with rational thinking at (E).

A - Activity Event
B - Belief system
C - Emotional consequence
D - Disputing
E - New philosophic effect.

This model is what Albert Ellis proposed that the counsellor should use to bring about the re-education in which the client is taught to replace irrational ideas with rational ones. After examining and criticizing thoughts from some of the events or situations presented by clients, the counsellor will give assessment to clients to state in writing, situation that leads them to be aggressive.

Question Time: The counsellor told the clients to ask questions, he tries to answer all their questions. He also throws back some of the questions to the clients and gives assignment on anger management.

Closure: The counsellor summarizes, share snacks, pen and pencil before departing.

WEEK 4: Explanation on Anger Management

Step 1: As the clients arrive and gather for the fourth week session, the counsellor welcomed them, made a roll call of the clients and then praises them for their regularity and punctuality.

Step 2: The counsellor then asked the clients questions on the assignment given to them. He asked the clients one after the other to state some situations or events that lead them to be angry. As the clients narrate their experiences, the counsellor notes some of the dominating conversation.

Step 3:   The counsellor here began to teach the clients about common ways to manage their anger. The counsellor started by telling them that, although anger is considered a feeling expressed in physical and emotional ways, often connected to other emotions, there are individual differences both in the disposition to experience anger and in the self-regulation of anger. Anger management involves the use of cognitive ó behavioural techniques that include problem solving and impulse control training since these have the most empirical support for effective anger management with children and youth. Anger can also be managed through skill instruction to students on identifying and understanding angry effect, challenging attitudes and beliefs about the intentions of others, and increasing options for resolving interpersonal conflicts in nonviolent ways.

The counsellor also teaches the clients to avoid the use of a õone size fits allö anger management intervention strategy. Effective prevention and intervention requires appropriate assessment and matching of treatment to individual needs. The counsellor notes that not all students who exhibit anger problems are candidates for school-based anger management interventions. Some may require more intensive clinical services to regulate their anger.

The counsellor informed the clients not to overlook the anger management needs of females who tend to express anger in less direct ways than physical aggression. Rumors, suicide comments and social rejection cause substantial psychological pain. The counsellor will also teach the clients that anger can be managed through the following strategies:-

1. Consider that effective anger regulation and control in school settings involves primary prevention strategies (that is, teaching emotional literacy as part of the curriculum) as well as more targeted and intensive interventions for those students manifesting anger-related problems in school.

2. Utilize cognitive-behavioural techniques that include problem solving and impulse control training since these have the most empirical support for effective anger management with children and youth.

3. Recognize that students need opportunities to practice and refine anger management skills in a õreal worldö environment. Consider anger provoking incidents and reactions at school as opportunities to apply trained skills

4. Recognize that, although often related, anger and aggression are not equivalent. High levels of anger can exist-without aggressive expression and sometimes aggressive behaviour does not involve angry affect.

Question Time: The counsellor allowed the clients this time to ask questions after asking them few questions in form of evaluation on the issues discussed. As the clients ask the questions, the counsellor listens and tries to answer their questions to their satisfaction. At this juncture, the counsellor (researcher) encouraged the clients by giving them meat pie and pure water to help sustain their interest.

Closure: This session was brought to an end after the counsellor has finished giving the home work on anger management.

WEEK 5: Anger Records and Cognitive Restructuring

Step 1: The counsellor warmly as usual welcomes clients, makes a roll call and congratulates them for punctuality. The counsellor says: You are all welcome my good friends. I hope we are progressing? As the clients (students) answer the questions, he nods his head and smiles.

Step 2: The counsellor and the clients reviewed the previous things done. The counsellor asked the clients to read out what they have written in the home work given to them in the last session. As they read their work

one by one, the counsellor listens effectively with some parts of his body apart from the ears and gives corrections and praises them for a job well done. The counsellor goes on to explain to the clients that the record of where they express anger, that is; dominating conversation with threats and demands, will create chance for them to go through it later. It will also help them to express feelings directly, but without accompanying threats and make reasonable requests. The counsellor this time will use the chalkboard to draw the diagram of the exhibited anger record on the board with its columns.

Step 3: The counsellor gave the clients paper and pen one by one for exhibited anger record. He instructed the clients to divide the paper into six columns; he also examines how they are doing the division. Then, he asked them to write in column one situation or event that trigger up anger, second column ó dominating conversation or verbal abuse (here: write down the dominating conversation or verbal abuse that are flying through your head while you think about the events, column three ó feelings (write down your feelings as a result of those dominating conversation in the second column). Fourth column ó Errors (write down the sorts of cognitive errors that are present due to the dominating conversation or verbal abuse in the second column), fifth column ó õfixedö (here identify all errors present in your fourth

column, all remove). Sixth column ó New feelings (here write down how you feel after or alternative feelings. Identify and striping out all errors in column five).

The counsellor picks one paper to also make her own columns and use one of the events or situations presented by the students in developing his own records. The counsellor at this point will summarize by telling the clients that all this processes lead to Cognitive Restructuring.

Question Time: The counsellor asked the clients few questions. He invites questions from the clients which he tried as much to answer.

Closure: The counsellor gave the clients an assignment on the recording of cases of anger exhibition which they will write as many events as possible.

WEEK 6: Learning to make fewer Cognitive Errors and Termination

Step 1: The counsellor welcomed the clients in his normal pleasant manner after calling the roll call and thank them by saying ó my good friends, I can see you are progressing positively especially through the assignments that you normally carry out. He informed them that the more they practice on their own, the more perfect they will become, because practice makes perfect. The counsellor and the clients

collaboratively review the previous work of week 5. Then, the counsellor asked the clients to submit the exhibited anger records they prepared at home. He looks at them and reads out the errors written by the clients and then alternative feelings. He gives corrections where necessary.

Step 2: The counsellor then, gave out sheets of paper to the clients to record some situations they believed could lead them to exhibit anger, their feelings on them, and then the alternative feelings. He guided the clients in assessing and reappraising their feelings toward the events or situations. After practicing on some events or situations, he then told the clients that as they learn to make fewer cognitive errors in life, they will naturally start being very highly rated good students, so they should keep on practicing what we have done for the six weeks.

Step 3: Here, the counsellor told the clients that he is aware that throughout the process of learning, exploring and testing, they acquired some strategies as well as improved skills of awareness on the situations, feelings and alternative feelings formation on events and situation. He then asked them that he hopes they will now see anger as a threat to humanity. He asks them to be their brother's keepers, and to go ahead and continue practicing how to restructure their feelings in order to live a helpful and happy life.

Question Time: The counsellor told the clients to ask questions in any area they need clarification. As they ask their questions, he tries to answer them, to their satisfaction.

Termination: The counsellor at this point thanked the clients (students) for participating fully in the entire exercise and for their maximum co-operation. He then offered them some snacks and minerals. They then prayed and brought the exercise to an end.

TREATMENT MODEL II

Approach: Bibliotherapy

Theory Employed: Behavioural Counselling Approach

Skills: Questioning, Explanation, Rapport, Clarifying, Reinforcement, Reassurance, Empa-thy, Unconditional positive regard and Homework.

Materials: Books, sheets of paper and chalkboard.

Mode: Group Counselling

Subjects: Angry students, in secondary schools in Enugu state, that were identified by their school guidance counsellor and whose names appeared more than twice in the school counsellor's log book.

Duration: (6 weeks). Each session lasted for 80 minutes, that is; normal double class lesson for group counselling.

Objectives:

1. This is to help the clients learn how to regulate their anger behaviour in order to look good in the eyes of others including teachers and fellow students.

2. It is aimed at eliminating their anger behaviour by making the clients learn how to pay attention to their problem behaviour.

3. To teach the clients to pay attention to the various stimuli that trigger them to be angry.

Structure: Talks, discussions, homework, practices.

Procedure: WEEK 1: Orientation

Step 1: In this session, the counsellor received the clients (anger students) by saying: My good friends, you are welcome to the counselling programme. I will like us to know ourselves by name, so you will now introduce yourselves one after the other. (The clients introduced themselves one after the other and then their school counsellor introduced himself). At the end of the introduction, the counsellor says oh you people have very nice names.

The researcher then, introduced the programme and the period it will take, the rules and regulations that guided the programme

(Ground Rule),the rules are:

1. Venue of the meeting.

2. Time and days of the meeting.

3. Punctuality to the meeting.

4. Cooperation from the students.

5. Regularity to the meeting.

6. Mode of conduct of each client.

7. Duration of the programme.

8. Reinforcers for the programme.

He tries to explain the problem they have come to solve by saying: There is a way some students and teachers look at you, some of them refer to some of you as very wicked people but you are good human beings, the only thing is that you have what is called anger behaviour. In this programme, you will learn how to understand yourself, regulate and control your behaviour so that the students and teachers will start seeing you as good people and remove your names from the black book as those with anger behaviour. I hope you will like to be seen as good and well behaved students?

My good friends, anger is a behaviour problem that has very many consequences on the life of every one who experiences it. It affects both your social and academic life. But through this programme, you will learn how to self-evaluate and monitor your problem behaviour and be able to drop them to change how people see you in your school. I know some of you might be asking what are the social and academic consequences of anger behaviour. I will like to inform you that anger leads to hatred, social isolation and avoidance both from fellow students and teachers. It will also make you loose appointment as prefects or sensitive positions of regard in your school. It can cause

permanent injury on you. It could also lead to poor academic performance and dropping out of school. So it is good for us to drop this problem behaviour for good ones and good names. My good friends, feel free, be punctual and regular in all the sessions we will have in this programme because you have much to gain.

Question Time: The counsellor allowed the clients to ask questions and he will tried to answer their questions to their satisfaction.

Closure: The counsellor gave the clients home work and asked the clients to think of some forms of anger behaviour and put them on their papers at home and come with them to the next session next week. Write as many as you know. After the assignment, the clients shook hands with each other and the counsellor and shared meat pie before departing.

WEEK 2: **Identification of Form of Anger Behaviour to be Monitored**

Step 1: The counsellor welcomes the students and makes roll calls of the students, he asks them how they felt last week after the resource person's address and teaching. He asked them about what he discussed with them last week. The students are expected to narrate what he said about anger and its consequences.

Step 2: The counsellor asked the students to read out what they have written on the take home assignment on form of anger behaviour. As they read, he groups them in his paper as verbal assault or abuse, making an attempt to humiliate another person, and dominating conversation with threats and demands, expressing strong feelings for your own gain, showing no consideration for other people's right, needs or feelings, failing to acknowledge or act upon, the other person's point of view and adopting a threatening bodily stance, with eye contact, which is intense and glaring, and gestures, which appear to indicate physical attack. After, the counsellor praised the clients (students).

Step 3: The counsellor along with the clients tried to quantify the number of forms of anger behaviour in each category. He told them: These behaviours are the behaviour you exhibit that made your names to be in the black book of the form masters and form mistresses and the log book of the guidance counsellor. Therefore, they are the behaviours we will learn how to manage by ourselves from time to time to eliminate them from our lives. It is not difficult. With practice it will be part of us. The counsellor then gave clients sheets of papers to write down the forms of exhibited anger behaviour under the categories they have. He then asked the clients to study these

behaviours very well that they are what they will manage by themselves.

Question Time: The clients were allowed to ask questions and as they ask the questions, the counselor tries to answer the questions to their satisfaction. The counsellor offers the clients some groundnut and sachet water to help sustain the interest of the clients in the programme.

Closure: The counsellor thanked the clients for their interest and attention to the discussion and asks them to keep it up. He told them to remember the assignment given to them and to come on time next week. The clients shake themselves and the counsellor before departing.

WEEK 3:   Interpreting Situations and Events

Step 1:   The counsellor welcomed the clients by asking them about their well-being and then praised them for their regularity and punctuality. He asked the clients how they feel about the previous session as the clients responds, he listen to their responses.

Step 2:   Here the counsellor started reading out the situations and events the clients (students) enumerated earlier in the previous session. After reading them out, he calls the attention of the clients on the need to examine their possible thoughts, assumptions and inferences on each

of the situations or events. He also told the clients that they should be aware of thought distortions which are causing the psychological distress and the anger behaviour that follows it. It is not the situations or events that make you to be angry but how you react to them.

Each person has a different set of ideology about himself/herself, his/her relationships and their word. These different ideologies act as filters, causing them to draw different conclusions about the meaning of event or situations that do occur. Let us now take the situations or events presented by the clients one after the other and examine the thoughts or interpretations that are in our minds we will now see some helpful and unhelpful thoughts on the situations and events.

Step 3:   Here, the counsellor started to teach the clients how to carefully examine and criticize their thoughts and ideology so as to root out the source of bias that cause them to interpret things negatively, he told them: You will root out the negative bias by identifying and rejecting thoughts that you know are biased and by attempting to replace them with more honest and objectively accurate thoughts. For example, using the social learning theory the counsellor teaches the clients on examination of thought with the following examples: Students/children who are brought up in an aggressive home environment devoid of love and reinforcement, would grow up to be

aggressive and hostile because of what he learnt through observation and imitation of those negative behaviours in their immediate environment and from significant others. This characteristic will therefore build up their personality. On the other hand, when a child or a student is brought up in a friendly environment, an environment that is reinforcing and compliments success, that student/children behaviour will be more reinforcing and will be devoid of negative/aggressive behaviour.

After examining and criticizing thoughts from some of the events or situations presented by students, the counsellor asked some clients to state situations and present their thoughts and then examine their thoughts.

Question Time: The counsellor told the clients to ask questions, he tries to answer all their questions to their satisfaction. He also throws back some of the questions to the clients and gives assignment on anger management.

Closure: Before bringing this session to an end, the counsellor told the clients to continue practicing the examination of situation and events and the thoughts that follows them as they go around the school. Then, the (Students) clients shook themselves and the counsellor before departinsg.

WEEK 4:   Explanation on Anger Management

Step 1:   As the clients arrive and gather for the fourth week session, the counsellor welcomed them, makes a roll call of the clients and then praises them for their regularity and punctuality.

Step 2:   The counsellor then asked the clients questions on the assignment given to them. The counsellor asked the clients one after the other to state some situations or events that lead them to be angry. As the clients narrate their experiences, the counsellor notes some of the dominating conversation.

Step 3:   The counsellor here begin to teach the clients about common ways to manage their anger. The counselor told the clients that, although anger is considered a fundamental and universal human emotion. There are individual differences both in the disposition to experience anger and in the self-regulation of experienced anger. The counsellor teaches them that, anger can be managed through skill instruction to students on identifying and understanding angry effect, challenging attitudes and beliefs about the intentions of others and increasing options for resolving interpersonal conflicts in nonviolent ways. It can also be managed through teaching moments when young people can learn to recognize anger triggers and assess how their responses increased or decrease the likelihood of future conflict. The counsellor

also teaches the clients to avoid the use of a õone size fits allö anger management intervention strategy. Effective prevention and intervention requires appropriate assessment and matching of treatment to individual needs. The counsellor notes that it is important to consider that not all students who exhibit anger behaviours are good candidates for school-based anger management interventions. Some may require more intensive clinical services to regulate their anger. The counsellor informed the clients not to overlook the anger management needs of females who tend to express anger in less direct ways than physical aggression. Rumours, suicide comments, and social rejection can cease substantial psychological pain.

Question Time: The counsellor allowed the clients this time to ask questions after asking them few questions in the form of evaluation on the issues discussed. As the clients ask the questions, the counsellor listened and tries to answer their questions to their satisfaction.

At this point, the counsellor encouraged the clients by giving them meat pie and sachet water to help sustain their interest.

Closure: This session was brought to an end after the counsellor has finished given the home work on anger management.

WEEK 5: **Use of Bibliotherapy to Manage Anger**

Step 1: The counsellor warmly as usual welcomes clients, makes a roll call and congratulates them. The counsellor says: You are all welcome my good friends. I hope we are progressing? As the clients answer the questions, he nods his head and smiles.

Step 2: The counsellor and the clients reviewed the previous things done. The counsellor asked the clients to read out what they have written in the assignment given to them in the last session. As they read their work one by one, the counsellor listens with non verbal cues, gives corrections and praises them for a job well done. The counsellor goes on to explain to the clients that anger can be managed using bibliotherapy. Through bibliotherapy, a person suffering from anger behaviour can manage it by reading self-help books and motivational books in between therapies to speed up the recovery. He goes on to teach them that, bibliotherapy is an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy. Bibliotherapy is often combined with writing therapy. It has been shown to be effective in the treatment of depression. Bibliotherapy is using books to aid people in solving the issues that they may be facing at a particular time. It consists of selecting reading material relevant to a client's life situation. Some of the relevant reading materials used in this work include: (1) Anger-

Handling a powerful emotion in a healthy way by Gary Chapman, (2) Anger-How to live with and without it by Albert Ellis, (3) 10 ways to overcome anger by Ron Potter-Afron & Pat Potter-Efron. Bibliotherapy is a process of dynamic interaction between the personality of the reader and literature ó interaction is utilized for personal assessment, adjustment and growth. The treatment is based on the human inclination to identify with others through their expressions in literature art. For instance, a grieving child who reads, or is reading a story about another child who has lost a parent may feel less alone in the world. Bibliotherapy helps people to cope with emotional problems, mental illness changes in their lives, or to produce affective change and promote personality growth and development. The therapy takes place during dynamic interaction between the reader and the literature. When people read, each person brings their own needs and problems to the reading experience; therefore, individuals should interpret the authorøs words based on their own personal experiences.

Bibliotherapy helps students to solve problems, helps students cope with teasing, name calling, mockery, fears, sexuality changes, anxiety, and death. Should be noted that no one book solves all the above mentioned problems. Specific relevant material should be selected for specific problem.

Question Time: The counsellor allowed the clients this time to ask questions after asking them few questions in form of evaluation on the issues discussed. As the clients ask the questions, the counsellor listened and tries to answer their questions to their satisfaction. At this point, the counsellor encouraged the clients by giving them meat pie and sachet water to help sustain their interest.

Closure: This session was brought to an end after the counsellor has finished giving the home work to practice anger management discussed.

WEEK 6:   Practicing Bibliotherapy and Termination

Step 1:   The counsellor welcomes the clients in his normal pleasant manner after calling the roll call and thanks them by saying ó my good friends, I can see you are progressing positively especially through the assignments that you normally carry out. He informed them that the more they practice on their own, the more perfect they will become, because practice makes perfect. The counsellor and the clients collaboratively reviewed the previous work of week 5. Then the counsellor asked the clients to submit the difficult areas they are experiencing problem. He looks at them and reads out the errors written by the clients and then alternative thoughts that is; the new feelings. He gives corrections where necessary.

Step 2: At this point, the counsellor told the clients that he is aware that throughout the process of learning, exploring and testing, they acquired some strategies as well as improved skills of awareness on the situations, thoughts, feelings and alternative thought formation on events and situation. He asked the clients to always apply bibliotherapy each time they are up-set.

Question Time: The counsellor told the clients to ask questions in any area they need clarification. As they ask their questions, he tries to answer them, to their satisfaction.

Termination: At this point, the counsellor thanked the clients for participating fully in the entire exercise, for the maximum cooperation they gave. He then offered them some snacks and minerals. They prayed and brought the exercise to an end.

APPENDIX D

ANGER MANIFESTATION BEHAVIOUR INVENTORY (AMBI)

SECTION A

Sex: ---

Name of School: ------------------------------------

SECTION B: Instructions

Below are some items designed to elicit information on anger behaviour for student. Please indicate your opinion by ticking (√) in the appropriate column against the choice which best suits and represents your opinion.

Very Often (VO) 4

Often   (O) 3

Sometimes   (S) 2

Never   (N) 1

S/N	How often are you involved in the following behaviours?	Very often	Often	Sometimes	Never
1	Beating of other school mates				
2	Calling people abusive names				
3	Mocking others without reason				
4	Desiring to commit suicide				
5	Threatening, classmates on a slightest provocation				
6	Exhibiting arrogant behaviour to school teachers				
7	Being easily provoked.				
8	Not relating well with others				
9	Disliking friends				
10	Experiencing restlessness always when interacting with other schoolmates				
11	Express strong feelings for success				
12	Do not agree with the opinion unknown to him.				

13	Dominate conversation with threats and demands.				
14	Comply with illegitimate request				
15	Show no consideration for other people's right, needs for feeling.				
16	Restore to verbal abuse and make an attempt to humiliate another person.				
17	Fail to acknowledge or act upon, the other person's point of view				
18	Adopt a threatening bodily stance, with eye contact, which is intense and glaring, and gestures, which appear to indicate physical attack				
19	Throw stone at others if provoked				
20	Seek revenge when wronged				
21	Dislike people easily				
22	Complain when things doesn't go the way I want them.				
23	Express anger and other emotions				
24	Make unreasonable request				
25	Express feelings direct with threats				