
Managing Human Aggression in Education for National Development

By

HELEN CHIBUNDU ASITA
*Department of Educational Psychology,
Guidance and Counseling,
Ignatius Ajuru University of Education,
Rumuolumeni, Port Harcourt.*

Abstract

The alarming rate of aggressive behaviour virtually in all tribes of Nigeria including her educational system has been an issue of National Concern. No meaningful national development can take place without education and educational activities can only take place under a conducive environment. The child in school is also a member of the community in which he lives and psychologists argue that children are more prone to aggressive behaviour. Aggression is dangerous and leads to serious injury or death. It also distracts one from other vital pursuits. In the educational sector, it takes away time for school work. This paper examines types of human aggressive behaviour, causes, negative consequences and the way forward. Parents and teachers should be good model for controlling behaviour, make the child feel guilty when he aggresses and do not reinforce aggressive behaviour.

Human aggression is a global phenomenon. It occurs in almost all the races. The aggressors can be students or people who are members of the society. Human aggression is one of the most serious social problems in Nigeria that requires serious attention because of the threat to educational system. Oxford Advanced Learner's Dictionary defines education as: "a process of teaching, training, especially in schools or colleges, to improve knowledge and develop skills. In this study, education refers to both the formal and informal and its effect in shaping values, habits, skills and mode of thought considered essential for social functioning. One of the goals of education is to transform the nation into "a free, democratic and self-reliant nation: a great and dynamic economy: a land full of bright opportunities for all its citizens" (NPE, 2004:6).

The transformation will only occur in a peaceful environment, thus, education in Nigeria has had little influence on strong national consciousness for national development and national integration. One of the greatest reasons that lead students to aggression is the intention to achieve a particular goal. From this premise, it means that the aggressor may attack, hurt or aggress verbally so as to preserve what they believe is right.

Temperament, family, community and environment can cause aggression. It weakens-the bonds of regard and affection to individuals and the social order. Aggression in our society has lessened the citizenry's faith in government. It has also diminished the trust in others that is necessary for social harmony. It has also reduced effective collaboration with friends and neighbours in sharing or solving problems. People in the society make the world difficult when they assault others or encourage aggressive activities. However, aggression is an inevitable by-product of people getting together in a group but when it gets out of hand, it becomes dangerous, thus, the focus of this study. Aggression is a process of intimidating someone through unapproved or forceful actions so as to redeem rights or needs.

Aggression can be better understood by surveying the various definition offered by psychologists. Ferguson and Beaver (2009) defined aggression as “behaviour which is intended to increase the social dominance of the organism relative to the dominance of position of other organisms. It is the delivery of noxious stimuli to another.

According to Papilla and Olds (1995), aggression is hostile actions intended to hurt somebody or establish dominant. In other words, aggression is used as an instrument to reach a goal. It is a means to a desired end.

Aggression is a behaviour that is regarded as injurious or destructive (James and Zandei, (1993). It is a forceful assertion of one's own opinion which is usually harmful to another person. In other words, it is an emotional reaction with the desire to hurt someone. Bandura (1973) viewed aggression as a violation of social norms, or hostile reaction contrary to accepted rules of conduct. It is a forceful violation of another rights and an offensive action so as to boldly assert rights. Aggression could be referred to an unwanted attack on another person. It could be a striving for independence or forceful assertion of one's own opinion. Patterson (1975), opined that aggression is a crude attempt at behaviour coercion. Aggression may hurt their victims which can result to illness or emotional distress but their actions are primarily to influence the other person's behaviour. The attackers are trying to get the individuals to be submissive or stop doing that which bother them. Simply, aggression is an attempt to redeem right.

According to Berkowitz (1993), aggression is a deliberate action to hurt someone but also the basis of intellectual achievement, of the attainment of independence among his fellows, it means there is an

aggressive drive that influences a variety of different behaviours. Aggression is a form of behaviour intended to hurt or injure someone physically or psychologically. It is goal directed because it is aimed at injuring another person. Aggression can be cold and calculated. It is an instrumental action carried out deliberately to achieve a purpose. That is, it is an emotional reaction with the desire to hurt someone.

Schever (1975) saw aggression as a form of behaviour directed towards the goal of harming or injuring another living being of the same species who is motivated to avoid such treatment. That is, the aggressor is doing something to the victim that he dislikes. But because members of the population have a common niche, there is a strong potential for conflict. Agonistic behaviour is displayed when there is a contest that will determine which competitor gains access to a resource. According to encyclopedia, aggression is human tragedy unsurpassed. Aggression is any form of behaviour by one person which is intended to cause pain, suffering or damage to another person physically or psychologically.

All the above definitions of aggression equate it with behaviour that is intended to harm another member of the same species. Hence, cross species killing, neither harming nor accidentally harming someone is not aggression. Aggression takes varieties of form among humans.

Types of Human Aggressive Behaviour

According to Morgan, King, Weisz (2005), aggression can be physical or verbal, active, passive, direct and indirect. Physical-active-direct, refers to stabbing, punching or sometimes shooting another person. Physical-active indirect refers to the setting of a booby trap for another person such as hiring an assassin to kill an enemy.

Physical-passive-direct means physically preventing another person from obtaining a deserved goal. Physical-passive indirect is the refusal to perform necessary tasks. Verbal-active-direct means insulting another person. Verbal-active-indirect refers to the spreading of malicious rumors, sometimes gossip about another person. Verbal-passive-direct; means refusing to speak to another person or to answer questions. Verbal-passive-indirect means not making specific verbal comments, that is to defend a person who is unfairly criticized.

The Study is Hinged on the Following Theories of Aggression

Social Learning or Modeling

Bandura (1973) proposed that Human aggression is largely learned by watching other people behave aggressively, either in person, films or television. His theory shows that the children who watch the adult model punch and kick a large Bobo doll themselves punched and kicked it when they had opportunity to do so. It seems clear that children can learn aggressive behaviour by watching other's aggressive

behaviour. Hence, children may learn to modify their aggressive responses by observing the consequences others have earned for their aggression. (Sprinthall, Sprinthall and Oja, 1994).

The Freudian

Sigmund Freud (1933), opined that aggression is built into the organism and is as basic to human behaviour as sexuality. In other words, he views aggression as largely inherited. He assumed that all human events such as actions, thoughts, feelings and aspiration are governed by instinctual forces of sex and aggression. The urge to aggress is a result of pressure from our innate and irrational "id" instinct. Thus, the all-powerful "id" is the inherited, so people live in their subjective world of emotions, feelings and perceptions.

The Ethological Theory

According to Lorenz (1966), in the instinct theory proposed that aggression is the outcome of inborn urges. That is, human and members of other species have inherited a fighting instinct. In his instinct approach, he noted that aggression is constantly being built up with an individual until it is finally discharged in a process called catharsis. According to Lorenz the more the energy is built up, the greater the magnitude of the aggression displayed when it is discharged. Thus, Lorenz proposed that society should provide acceptable means of catharsis such as sports and games so as to prevent its discharge in less socially desirable ways. Another ethologist Ardrey (1966) believes that aggression emanates from a fundamental territorial need. This means all organisms have an innate drive to own, defend and gain territorial areas.

Frustration Aggression

Dollard, Doob, Miller, Mowrer and Scars (1933), introduced frustration aggression.

The theorists hold that people are driven to attack others when they are frustrated. That is, when they are unable to reach their goal. Miller (1941), explained that occurrence of aggression is as a result of high level of frustration or having ones goals blocked. To them, aggression emanates from frustration. Morris (1990), identified five sources of frustration; Delay, Failure, lack of resources, loses and discrimination. In many instances, aggression emanates when a society prevents some of its citizens from full participation in its resources as a result of tribe or sex. People often become angry, some times to the points of irrationality over having a goal blocked.

Causes of Aggression

It is a common believe that the society can do better if it understands the factors that stimulate aggression. The above theorists hold that aggression occurs through modeling, innate pressure or inborn urges and needs. Thus, it is necessary to

know more of the psychological processes within the individual that help promote or trigger of aggression.

Developmental Challenges

All children face developmental challenges, however, not all children are prepared for such challenges and not all challenges are met. According to Fisher and Rerner (1994) some of these challenges are;

The development of "confident sense of mastery", appropriate social behaviours and an ability to engage in self-control". It implies that some children do not have social skills of self-control to manage their behaviour and adjust to the changing demands of the environment. This is one of the many challenges of children. However, many children meet these goals successfully, but some cannot for many reasons. May be they cannot find words to deal with aggressive feelings or are not encouraged to express themselves. As children pass through the school system, they become more independently involved in social relationships. The child is expected to work, to strike a balance between compliance with adult rules and the assertion of independent competence. According to Papalia and Olds (1995), aggression emanates mostly during social play. Aggression is normal, and the children who fight most tend to be the most sociable and competent, some become less aggressive after age 6 or 7 because empathy replaces ego-centrism. They can put themselves in someone else's place, understand why someone is acting in a certain way, thus developing positive ways to deal with others, as they go through difficult activities and accomplishing goals. These difficulties are categorized into the extreme of two dimensions. Severity: it occurs from simple problematic to severely disruptive behaviour. The way in which the disorder is expressed or discharged or that is internalized or externalized results to difficulties such as aggression. Secondly, it could also lead to withdrawal. However, the focus of this paper is on aggression.

Testosterone

It has been discovered that it correlates with aggressive behaviour. The male hormone "testosterone" may stimulate aggressive behaviour. (Perterson, Debaryshe & Ramsey) (1989). This explains why males are more likely to be aggressive than females. Sadness and depression may produce angry feelings, hostile idea and aggressive tendencies. So, unfavourable though about someone may activate angry feelings and even frustration, sometimes aggressive urge just like angry feelings lead to hostile ideas.

Frustration

Dollard and his colleagues believe that every aggressive action could ultimately be traced to previous frustrations. They further explained that a frustrated child is more likely to act aggressively than a contented child. Frustration is an internal emotional reaction that arises from thwarting or blocking someone's goal. It also has an external

condition that prevents a person from obtaining the pleasure has expected to enjoy. Invariably, frustration could result from punishment, insults and fear. Aggression is based on the amount of satisfaction the thwarted individual had anticipated, but failed to obtain. Simply put, when people are unexpectedly kept from achieving their goals, they will be more inclined to hurt someone. The aggressive tendencies may be very high due to the greatness of the satisfaction they had expected, the more completely they are prevented from obtaining any satisfaction and the more often their attempts to reach the goal are thwarted. Some psychologists have argued that not every frustration lead to overt aggression. However, pain stimulated aggression is a defensive response that has little actual response to self-initiated assaults. The afflicted individuals are only trying themselves from the noxious stimuli, thus pain-evoked aggression could be offensive and defensive components. Aggression may also be a reaction to problem in the child's life.

Effective Parenting

According to Bandura (1986), parents of children who later become antisocial often fail to reinforce good behaviours and are often harsh or inconsistent in punishing misbehaviour. Some parents are not closely involved in their children's life in a positive way such as making sure they do their home work. These children tend to be poor in academic work and also face rejection by their peers, depressed, they seek out other troubled children who spur them on to more antisocial behaviours.

Reinforcement

Children's clearest reward for aggression is getting what they want. Sometimes, even scolding or spanking can reinforce aggressive behaviour. Ignoring aggressive behaviour may result to aggression. That is, permitting it by not interfering with it can communicate approval. Parents' activity encourages aggression towards other children and discourages it toward themselves.

Television (Media)

Research has proved that children are influenced more by seeing violence film than by seeing real people acting aggressively (Bundura, Ross & Ross 1963). Besides, children program are more violent than adult programmes. National institute of mental Health (NIMH) (1982) confirmed the above findings by saying that children who see television violence behave more aggressively. Based on their evaluation of hundreds of studies on television and aggression, they stated that; more violence is being portrayed in children's weekend cartoons than adults. Heavy viewing of violence on television is clearly associated with aggression among boys than girls. It was also known that young boys watch more of the violent television progrmmes than girls. Thus young boys are more overtly aggressive than girls. This is common and cut across geographical locations and socio-economic

levels for both boys and girls, even for normal children as well as children with emotional problems.

This is because children are prone to violence. It was also noted that aggressive children watch more aggressive characters than non aggressive children. Aggressive children are more likely to believe that aggression on television reflects real life, Johnson, Smailis, Kason and Brook (2002) Television encourages aggressive behavior, those who watch violence films tend to imitate what they see on it. They also believe that aggression is acceptable in the society. Eron (1982), in his research found out that television violence endures for years. Using four hundred and twenty seven (427) young adults whose viewing habits had been studied at the age of eight (8), the best predictor of aggressiveness in 19 years old men and women were the degree of violence in the program they have seen as children. Eron further observed a significant relationship between watching violence on television and acting out aggressively among boys. In his study, a group of boys are asked to indicate which of the television shows they watch and those results were correlated with the peer group's evaluation of each boy's over aggressiveness. The result showed that the boys who watched the most television violence films are also the ones rated most aggressive by their peers. Huesman and Eron (1986), observed that watching media violence can lead to a greater readiness to act aggressively, that is acting overtly with direct aggression and to desensitization to the suffering of victims of violence.

Modeling

Aggression can occur through different forms of modeling. Children learn aggressive response by watching the aggressive behaviour of parents and other adults. Bandura (1973), in his observational learning research on modeling shows that people frequently learn and initiate the aggression that they observe, thus, there is a significant relationship between watching violent television programs and displayed aggressive behaviour. Huesman and Eron, (1986), noted that watching media violence can lead to a greater readiness to act aggressively. That is acting overtly with direct aggression.

Family

Stress, positive and negative interactions of the family cause aggression in children.

Culture

In a culture where people learn to solve problems with physical violence, children may believe that aggressive response is an appropriate behaviour.

Environment

Studies have found out that housing, schools, and neighborhood can contribute to aggression. For instance, extreme heat or overcrowding has been shown to increase

aggression. Oppressive environment such as poverty, social disorganization, crowding, neighborhood tensions or threatening environment can cause aggression especially when they have been handled harshly and inconsistently; they will build up anger from lack of care. This may cause the individual to be mean, hateful, hurtful and act violently behaviour in an attempt to strike back. Peer group -- Children tend to take their lead from peers. Peers can reinforce aggressive actions. If peers aggression is not corrected, aggressive behaviour is encouraged and it will strengthen antisocial behaviour.

Hereditary

According to Freud (1994), the urge to violence is as a result of pressure from our innate and irrational "id" instincts". People are aggressive because they have a built in aggression instinct. Thus, aggression is largely inherited. Sprinthall and Oja (1994) were also of the view that heredity plays a significant role in trait such as aggression thus; children's temperament can cause aggressive tendencies.

Consequences of Aggression

According to Lochman, white and Wayland (1991), aggressive children often demonstrate both quantitative and qualitative deficiencies. For instance, in response to conflict situation, aggressive children produce fewer solutions and proportionally higher number of hostile ineffective responses than cooperative children. Besides, aggressive behaviour creates annoyance and sometimes interfere with effective functioning both in home and at school. They also children generate more aggressive response to interpersonal conflict situations.

Kenzdim (1987) opined that aggressive behaviour account for a poor prognosis for future psychological functioning. Aggressive children suffer from problems in a number of areas. Hinshaun (1992), orally, they suffer from poor academic performance, relationship, and self-esteem. Aggressive children often have insufficient amount of cognitive activity in a situation where reasoning, judging and understanding is needed.

Thus have cognitive distortion and cognitive deficiencies. It further stated that aggressive children utilize fewer environmental cues to mediate their behaviour. According to the findings, aggressive children utilize 30 percent fewer bits of information than non aggressive children. It was also found that aggressive children listenless and pay greater attention to aggressive environmental cues than non-aggressive children. Aggressive children easily perceive aggression related information in the environment. That is, they have been found to give more hostile attributions to the intent of others than non-aggressive children.

Control of Aggression

For Bandura (1996), Modeling a behaviour change mainstay of social learning theory could be used to help aggressive children. This is because several efforts were

found to be effective in improving the social behavior of aggressive children. Invariably, aggressive children who model after non-aggressive peers always stay back after school to read can improve their behaviour and even grades.

Emotion

Aggressive children term arousal as anger, so a lot of studies have evaluated the use of cognitive behaviour strategies with aggressive children. For instance, Garrison and Stolberg (1983), in their study to help aggressive boys to differentiate between different emotions such as fear, anger, happiness and sadness through attention to physiological and cognitive cues. The Children in the treated group showed a reduction of angry perception but an increase in sad perceptions. The teachers also noticed significant reduction in class room angry behaviour among the treated group. Thus cognitive behaviour interventions take care of various distortions and deficiencies that characterize aggressive children's thinking. For instance, through modeling, the trainer overtly appraised the situations, various solutions to the situation and possible consequences of the different solutions. Thus, the role play enhances the aggressors to practice interpersonal social cognitive skills and increase skills perspective taking. Furthermore, these aggressive children are given the chance to hear the other person's perspective on a situation, this enable them to make more accurate attributes about the intent of others. Thus, the aggressors develop greater empathy for the feelings of others and the degree of empathy also affect how they respond to provocation in real life.

Temperament

Temperament and child learned coping skill enhance management of aggression. Temperament is the part of the personality that is control by genetics, thus, the child can learn coping skills which will enhance management of aggression if properly guided.

Guidance

It is a common believe that children are self-centered and have not developed all the brain connections needed to see another's points of view. Moreover, children with difficult temperaments have difficulty reading the small cues that other children send out in social situations. An aggressive child who is building blocks may misread the other children's attempt to join his play, he may view it as a hostile intrusion. He will protect his territory by striking the uninvited ones. Even when it is pointed out to the aggressive child that the intentions of the other were not hostile, the aggressive child may not understand because he does not understand that someone is not all good or not all bad. As explained by Faull (2000), children need concrete guidance like picture lists to remember what to do and how to do it. This is because children hardly think about the future. But with loving guidance from 2 to 5 years of age, as they begin to use words to communicate needs, their physical aggression

decreases. Moreover, children who have been handled harshly could be mean, hateful, hurtful and violent therefore need guidance and counseling. Parents should eliminate their children's aggressive tendencies by setting limits on what the child may use, limiting access to aggressive toys, aggressive television programmes, redirect the child if the child is pushing, hitting or grabbing, move the child, to another direction and another activity; stay by the child till the child is positively engaged.

Implications of the Control to Aggression

The following implications could be drawn if the stated controls of aggressive behaviours above are to be applied.

1. Parents should develop, maintain and promote socially approved behaviours, because non aggressive model lesson aggressions.
2. They should suppress strong aggressive behaviour by reasoning with children, making them feel guilty; withdrawing approval and affection, this will produce strong conscience against hostile aggression.
3. Parents should avoid certain punishment such as spanking, threats, withdrawal of privileges because such provide double incentives for aggressive behaviour even when they are trying to eliminate aggressive tendencies.

Events in the wider society influence the behaviour of the child. Even when the child does not go out of his home, societal events get to him through radio, television programmes, mobile phones and books, thus, society should establish strong bonds in the society and this will inhibit aggressive behaviour.

School learning enhances the training of the mind; therefore teachers should be prompt to correct any abusive or threatening language.

Conclusion

The educational system provides the basis for the development of a nation. Educational pursuit can only take place in a peaceful environment. Hence the basis for discussion in this paper is the issue of managing human aggression in education for national development. Aggression is behaviour between members of the same species that is intended to cause humiliation, pain or harm. Some factors have been identified as triggers of human aggression. They are: developmental challenges, the male hormone testosterone, frustration, reinforcement, modeling and hereditary. It is obvious that aggressive tendencies can be controlled if rightful measures are taken. Once aggressive behaviour is suppressed, our environment will be conducive for educational activities which will equip individuals with knowledge, skills, aptitudes, attitudes and value which will also influence national development and integration. Recommendations have been made as the way forward. Therefore, abating aggression depends on the effective use of the control method.

Recommendations

From the above discussion on control of aggression, the following recommendations are considered useful

1. Tell the child how you expect the child to behave and be consistent.
2. Monitor the watching of television for aggressive shows by watching television with the child and comment on the content.
3. The child should be provided with toys that give the child some choice such as dressed up puppets and others.
4. Provide enough materials so that they do not have to want and become frustrated.
5. Be a model for control behaviour and avoid angry bursts and violence.
6. Fill up the child's need and recognize improved behaviour.
7. Prepare the child by telling the child the behaviour expected before the child meets new friends.
8. Sing songs, tell stories about feelings, frustrations and anger to the child.
9. Use closeness for control. When the child is about to lose control, quickly and gently move close for the calm presence is enough to settle the child.

References

- Bandura, A. (1973). *Aggression; A social learning analysis*. Englewood Cliffs, NJ; Prentice-Hall.
- Baron R. A. (1976). The Reduction of human aggression. A field study of the influence of incompatible reactions. *Journal of applied social Psychology*, 6, 260-274
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1986). The psychology of chance encounters and life paths. *American Psychologists*. 37, 747-755.
- Berkowitz, L. (1974). Some determinants of impulsive aggression. The role of mediated association. *Psychological Review*, 81, 165-176.
- Berkowitz, L. (1993). Frustration -aggression hypothesis; Examination and reformulation. *Psychological Bulletin*, 106, 59-73.
- Blanchard, R. J. (1984). *Advances in the study of Aggression*. Academic Press, inc. Harcourt Brace. Jovanavich. New York. London.

- Buss, A. H. (1963). Physical aggression in relation to different frustrations. *Journal of Abnormal and social psychology*, 67 1-7.
- Delity, R. H. (1985). Consistency of assertive, aggression and submissive behaviour for children. *Journal of Personality and Social Psychology*, 49, 1054-1065.
- Dennis, C. (1999). *Psychology and teacher*. Wellington House. London.
- Dollard, J. Doob. L. W., Miller, N. E., Mowrer, O. H. & Sears, R. R. (1933). *Frustration and Aggression*. New Haver, Lon: Yale.
- Eron, L. D. (1982). Parents-child interaction, television violence and aggression of children. *American Psychologist*. 37, 197-211.
- Ferguson, C.J. & Beaver, K.M. (2009) Natural Born killers: The genetic origins of extreme violence aggression and violent behaviour 14 (5): 286-294.
- Federal Republic of Nigeria (2004) *National policy on education*. Lagos; Federal Ministry of Information.
- Ford, D. L. & Lerner R. M. (1992). *Development System Theory: An integrative approach*. New bury park. CA: Sage.
- Freud, S. (1933). *New Introductory Lecturers on psychoanalysis*. New York: Norton.
- Ferguson, C.J and beaver, K.M (2009) Natural born killers. The genetic origins of extreme violence.
- Faul, J. (2000). *Childhood Aggression Electronic Transmission*. May 2000 (<http://www.ces.mcsu.edu/depts>).
- Gottman, J. M. (1983). How children become friends. *Monographs of the society for Research in Child's Development*, 48(2001).
- Hall, W.M& cairns, R.B (1984) Aggressive behavior in children. An outcome of modeling or social. Reciprocity. *Development psychology*, 20, 739- 745.
- Harris T. & Fuquo, J. D. (2000) What goes around comes around Building a community of learner through circles time. *Young Children*. 55 (1) pp. 44-48.
- Heusmann , L. R. & Eron, L.E. (1984). *Television and the Aggressive Child: A Cross National Campanies*. Hiilsdale, N. J. Eribaum.

- Hesmann, L. B. (1986). Psychological processes promoting the relation between exposure to media violence and aggressive behaviour by the viewer. *Journal of Social Issues*, 42, 125-140.
- Huesman, LR. Moise- Titus, podolski C.L Eron, L.D (2003). Longitudinal relations between children's exposure to TV violent behavior in young adulthood (1977)-(1992) *Development psychology* (39201-221)
- James, W. & Zanden, Z. (1993) *Human Development*. Mc Cara-Hill, New York.
- Johnson, J.G, Cohen, P, Smailes, EM, Kasen, S. & Brook, J.S. (2002) Television viewing and aggressive behaviour during adolescence and adulthood. *Science*, 295, 2468-2471
- Lemnan,, N. (1991). Healing the ghettos. *The Atlantic*, 267 (3), 20-24. Oxford Advanced Learner's Dictionary. International Students Edition.
- Lorenz, K.Z (1966) *On aggressive*. London Methuen
- Morgan, C.T, king, R.A, weisz, J.R, schopler, J (2005) *Introduction to psychology*, Tota MC Caraw – hill publishing company limited 7 west panel Nagar, New echi
- Papalia, D. E. and Olds, S. W. (1995). *Human Development* McGraw-Hill, Inc New York. London.
- Patterson, G. R. (1975). *A three-stage functional analysis of children's coercive behaviours: A tactic for developing a performance. Theory*. McGraw. New York London.
- Patterson, G.R, Debaryshe, B.D & Ramsey (1989) A development perspective on antisocial behaviour. *American psychologist*, LI (2), 329- 335.
- Sprinthall, N.A, Sprinthall, R.C. and Sharon N. O. (1994). *Educational Psychology a Developmental Approach*. McGraw-Hill, Inc. New York.
- Uwe, E. A. (2005). *Theories of counseling and Psychotherapy*. El-sapphire Ltd Lagos.