

EFFECTS OF AGGRESSIVE REPLACEMENT TRAINING ON THE MANAGEMENT OF ADOLESCENTS ANGER IN PUBLIC SENIOR SECONDARY SCHOOLS IN IMO STATE.

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Abstract

The study investigated effects of aggressive replacement training on the management of adolescents' anger in public senior secondary schools in Imo State. To achieve the aims of the study, two research questions were asked and two corresponding hypotheses were formulated and tested. This study adopted the quasi – experimental, pre-test, post-test control group design. The population of the study consists of a total of 94,963 students from 312 secondary schools in Imo State. The sample for this study was 69 SSII with anger problems. Purposive sampling technique was used in selecting three schools that have the highest number of students with anger issues. The instruments for data collection were rating scale and inventory constructed by the researcher titled Adolescent Anger Scale (AAS) and Adolescent Anger Inventory (AAI). The instruments were validated by five research specialists in Educational Psychology and one in Psychometrics. Reliability coefficients of 0.82 for AAS and 0.88 for AAI were obtained using Cronbach alpha statistics. The researcher conducted a ten-week intensive orientation with the aid of three counselors (research assistants) as the pretest, posttest and follow-up tested were conducted. Mean scores and standard deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses. The result revealed that aggressive replacement training was more effective and significantly different from conventional counseling in management of anger among adolescent students. Based on the findings, it was recommended among others that schools and mental health professionals should consider implementing

Aggressive Replacement Training (ART) as an evidence-based intervention for managing anger among adolescent students.

Key words: Effects, Aggressive Replacement Training, Anger, Adolescent, Management.

Introduction

Adolescence is the period in every individual's life which lies between the end of dependent childhood and the beginning of independent adulthood. Adolescence is a critical period in an individual's life, characterized by significant physical, psychological, and social changes. According to World Health Organization (2018), adolescents make up 31% of Nigeria's population. About a third of Nigeria's total population range between 10 and 24 years and more than 30 million Nigerians range between 10 and 19 years. Chigbu, Nwobi, Ngwaka, and Mokuwelu (2021) assert that the period of adolescence varies from society to society as a result of cultural variations and level of modernization. Continuing, they emphasize that adolescence period commences between ages of 11 or 12 years to 18 or 21 years. Girls begin transition earlier than boys, about 11-12 years while the boys start between 12-14 years.

The period of adolescence initiates the development of self-identity which may at times; give birth to conflict with elders and society. Identity however, is the sense of self; it is the answer to one's quest of "who am I?" What values and beliefs are among others? Nevertheless, the adolescent's identity and expectations in the society may lead to identity crisis for the adolescents which seem to be the major characteristic of adolescence. Abolarin (2017) identified nine developmental tasks that adolescents must accomplish to achieve satisfactory degree of adjustment and self-fulfillment in life.

They are accepting one's physique; achieving new and more mature relations with age-mates of both sexes; achieving a masculine or feminine role; preparing for marriage and family life; achieving emotional independence of parents and other adults; achieving assurance of economic independence by selecting and preparing for an occupation; acquiring a set of values and an ethical system as a guide to behaviour; developing intellectual skills necessary for competence; and achieving socially responsible behaviour" (p. 23-24). Most adolescents come out of the identity challenges in adulthood which is regulated by their biological time-clock. Some are disturbed and confused to have a lot of problems in their early adult life. However, the extent of adolescent challenges varies from society to society and one of such challenges is anger.

Anger and its associated hydra-headed challenges have become a life threatening issue especially amongst adolescents in secondary schools. The study towards ascertaining the ways forward has therefore become a necessity. As explained by Akinade (2019), anger is a naturally strong emotion

that everyone feels from time to time in response to certain negative experiences which may also be a passing phase of annoyance or full blown rages. Furthermore, anger can devastate lives; destroying relationship, harming others, disrupting work and academic programmes in the school when it becomes collective, critical thinking and affecting physical health. Peacock (2023) noted that students are faced with situations and challenges that contribute to their being angry which include, non-conducive learning environment, lack of adequate facilities, incessant increment of fees, epileptic power supply, incessant strike by both academic and non-academic staff. Worst still, some research findings have also shown that exposure to violent media is causally related to subsequent aggression expression. The end result has always been the expression of anger through protests that culminate to destruction of school facilities and in some cases loss of lives. It is on record that the case of suicide, attempted suicide, fighting among students and other vices are on the increase in schools (Cherry, 2021 and Beck, 2021). Thus, since anger metamorphoses into other social abnormities, there is the need to ensure its proper management.

Management commonly refers to a system of psychological therapeutic techniques and exercises by which someone with excessive or uncontrollable anger can control or reduce the triggers, degrees, and effects of an angered emotional state. Management of anger is a major domain in sociopsychological and behavioural sciences in which professionals try to help people in need by providing them with adequate information and coping skills, as well as informing them about potential risks of bio-psychosocial health of people and their surroundings. Anger management according to Ruabandha (2015) helps individual to learn how to calm down and inhibit and control negative feelings which are triggers to anger. Individuals can learn effective anger management strategies to deal with situations that trigger anger, and even those with a predisposition to anger can benefit from behavioural modification techniques and behavior therapy to manage their anger responses and one of such therapy is conventional counselling.

Conventional counselling used as control group in this study and also known as traditional counselling, refers to a type of counselling that is based on established theories and methods of psychotherapy. This approach typically involves a trained therapist working one-on-one with a client to identify and address specific problems or issues. Conventional counselling often focuses on helping individuals understand and manage their thoughts, feelings, and behaviours, with the goal of promoting personal growth, healing, and positive change. It provides a supportive and nonjudgmental space for individuals to explore their concerns and work towards positive change. According to Corey (2017), conventional counselling is a goal-oriented approach that focuses on identifying and resolving specific problems or issues. This may involve the use of various techniques, such as Aggressive Replacement Training (ART),

Aggressive Replacement Training (ART) refers to a technique used in human services systems including juvenile justice systems, human services schools and adult correctional centres. ART according to Glick and Goldstein (1987) was developed by Arnold P. Goldstein and Barry Glick

in the United States in the 1980s. This training is now used throughout North America as well as Europe, South America, and Australia. Robert (2019) asserts that Aggressive Replacement Training is a social skills training programme which aims to replace antisocial behaviours with desirable prosocial behaviours. It consists of three main teaching components, namely the development of prosocial behaviours (behavioural component), anger control (affective component) and moral reasoning (cognitive component) (College of Policing, 2019). According to Glick, and Goldstein, (1987) and Goldstein, Glick and Gibbs (1998) ART is a programme designed for the reduction of aggressive and violent behaviour, originally focused on adolescents.

Aggressive Replacement Training is a multimodal programme that has three components: social skills, anger control training and moral reasoning. As explained by National Gang Center (2021), it is a 10-week, 30-hour cognitive-behavioural programme administered to groups of 8 to 12 juvenile offenders three times per week. ART has three main curriculum components: Structured Learning Training, which teaches social skills; Anger Management Training, which teaches adolescents variety of ways to manage their anger; and Moral Education, which helps the youth, develop a higher level of moral reasoning. ART therefore, enhances pro-social skill competency and overt prosocial behavior, reduces the level of rated impulsiveness, decreases the frequency and intensity of acting-out behaviours, and enhances the participants' levels of moral reasoning, and ultimately affect the conduct of both male and female adolescents.

Gender operationally has to do with expected behaviour of individuals in a society as assigned to different sexes and these expected behaviours differ between males and females. A gender role according to Uwameiye and Iserameiya (2013), is all the characteristics, expected behaviours and roles of males and females which a particular society has determine and assigned to each sex. Gender (i.e. male and female students) is a moderating variable used in this study and it could determine the variation in anger management among male and female students. It is widely claimed that gender which is connected to many developmental trends, affects the indulgence in behavioural problem such as anger (Basso, Gallagher, Mikusa & Rueter, 2021). Furthermore, it has been hypothesized that men and women perceive and react to assessment in different modes (Zeidner, 2018). There has always been a long standing debate that anger occurs more among female students compared to their male counterpart. Demeter and Davis (2023); Khan, Arif, Noor and Muneer (2014) and Berkleyen (2017) report that males respond more to management of anger than their female counterparts while Sepehrian and Lotf (2021) reveal that there was no significant difference among boys and girls on the level of anger management.

Thus, it becomes evident to note that the discourse about anger has been a great challenge especially to the teachers.

Anger is inevitable especially among adolescents as such it is worthy to state that these adolescents encounter several conflict situations each day by day as a result of anger. This is evident in the

prevalence of crime involving students as it is no longer news that students are involved in criminalities like rioting, kidnapping; bullying, destruction of school property, cultism and even robbery. The causes of anger among students are on the increase as most of them can no longer meet up financially and government and managements seem not to be helping matters as a result. This sort of emotional and physical atmosphere can never promote the development of a healthy academic progress and productive citizenry.

It is in view of the above situation coupled with the fact that the effectiveness of Aggressive Replacement Training has not been verified in public senior secondary schools in Imo State to the best of the knowledge of the researcher. They have also not been applied in the management of anger among senior secondary school students in Imo State in particular and Nigerian students in general. This study therefore is put in question form; what is the effect of Aggressive Replacement Training on the management of anger among senior secondary school students in Imo State? Providing answer to the above question becomes the crux of this study.

The main purpose of this study was to investigate the effects of Aggressive Replacement Training on the management of adolescents' anger in public senior secondary schools in Imo State. The specific objectives were to:

1. ascertain the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at pretest and posttest,
2. ascertain the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at pretest and posttest based on gender,
3. examine the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at follow-up.

It is expected that the findings of this study when published would be of immense benefits to the students, counsellors, teachers, parents and government.

The findings would help the students adapt to the acceptable behaviours of both the school and the society at large which would make them live a very good life. This study will also help students understand effective strategies to manage anger, leading to improved emotional well-being and academic performance.

This study would be of immense benefit to counsellors because it would help to equip them with necessary therapeutic skills and knowledge in managing anger issues among students. This study would also equip the counsellors with evidence-based interventions (Aggressive Replacement Training) to effectively manage adolescents' anger, enhancing their counselling practice.

The findings of the study would also be of vital assistance to the teachers as they would be exposed to the psychological needs of the students under their care and how to identify any sort of anger behaviour exhibited among the students in order to give them quality guidance that would help them abstain or desist from such situations. This study would also inform the teachers on the importance of incorporating emotional intelligence and anger management skills into their teaching practices, promoting a supportive learning environment.

It would also be relevant to the parents because it would change their orientation on their parenting styles in managing their children. It would also assist parents to appreciate the effects of upbringing of these teenagers which might make them manifest attitude that could be prone to anger. This study would also empower parents with knowledge of effective strategies to help their children manage anger, fostering a more supportive home environment.

The findings of the study would help the government to appreciate the need to assist the young adults in managing their challenges in life rather than developing punitive measures in disciplining them especially, when they manifest behaviour which might not be in conformity to the set standard of the society. This study's findings would also inform policy decisions on implementing evidencebased interventions to promote emotional well-being and reduce aggression in schools.

The following research questions were posed to guide the study;

1. What are the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at posttest?
2. What are the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at posttest based on gender?
3. What are the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at follow-up?

The following null hypotheses were formulated and tested at a 0.05 level of significance;

1. There is no significant difference in the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at posttest.
2. There is no significant difference in the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at posttest based on gender.
3. There is no significant difference in the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at follow-up.

Methodology

This study adopted the quasi-experimental, pre-test, post-test control group design. This is because of its appropriateness since it involves human behaviour and may not permit proper randomization of subjects and control of all variables. The area of this study is Imo State. The population of the study consists of a total of 94,963 students from 312 secondary schools in Imo State. The sample for this study was 69 SS II with anger problems using multistage sampling technique involving purposive, simple random and cluster sampling techniques. Purposive sampling was used in selecting three schools that have the highest number of students with anger issues; followed by simple random sampling in the second stage and cluster sampling on the third stage. The instruments for data collection were rating scale and inventory prepared by the researcher titled Adolescent Anger Scale (AAS) and Adolescent Anger Inventory (AAI). The instruments were validated by five research specialists, four in educational psychology and one in psychometrics. Reliability coefficients of 0.82 for AAS and 0.88 for AAI were obtained using Cronbach alpha statistics. The researchers conducted a ten week intensive orientation with the aid of three psychologists (research assistants) as the pretest and posttest tests were conducted and the scores were found suitable for the analysis. Mean scores and standard deviation were used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses.

Results

Research Question One: What are the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at pretest and posttest?

Table 1: Mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at pretest and posttest

Group		Pretest		Posttest		Mean	
		reduction				Mean	
	Scores	difference					
	n	Mean	SD	Mean	SD		
ART	23	76.35	1.335	25.65	2.948	50.70	50.49
CC	24	76.25	1.567	76.04	1.756	0.21	

Result in Table 1 showed the Mean score differences on the treatment of anger among adolescents exposed to Aggressive Replacement Training (ART) and those in the control group who were not exposed to the same treatment. The experimental group had mean anger score of 76.35 with standard deviation of 1.335 at pre-test and 25.65 with standard deviation of 2.948 at post-test. The reduction mean anger management score of students exposed to ART was 50.70 while students who were not exposed to the same treatment had mean anger score of 0.21. The mean reduction difference of 50.49 was recorded for the two groups in favour of the experimental group that was exposed to treatment using Aggressive Replacement Training. The standard deviation of each group from the mean ranged from 1.335 – 2.948; indicating that respondents were not too far from the mean and from one another in their responses, showing that there is homogeneity of scores in the distribution. The result concluded that the use of Aggressive Replacement Training was more effective than the conventional counselling in management of anger among adolescent students in public senior secondary schools in Imo State.

Hypothesis One

Ho₁: There is no significant difference in the mean anger scores of adolescents exposed to ART and those exposed to conventional counselling at pretest and posttest.

Table 2: ANCOVA F-test Analysis for the Test of Hypothesis 1

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	29838.095 ^a	2	14919.047	2679.211	.000
Intercept	5.648	1	5.648	1.014	.319
Pretest	17.164	1	17.164	3.082	.086
Treatment	29834.949	1	29834.949	5357.857	.000
Error	245.012	44	5.568		
Total	154173.000	47			
Corrected Total	30083.106	46			

a. R Squared = .992 (Adjusted R Squared = .991)

Result of the analysis in Table 2 revealed that the calculated F-value of 5357.857 in respect of the treatment as main effect has a probability value of .000 and therefore was significant at .05 level of significance. This implies that exposing students to Aggressive Replacement Training significantly managed their anger. Therefore, the null hypothesis of no significant difference in the post-test mean ratings of students exposed to Aggressive Replacement Training and interventional counselling in anger management was rejected. Therefore, the researcher concluded that the mean score on the treatment of anger among adolescents exposed to Aggressive Replacement Training and conventional counselling are significantly different in public senior secondary schools in Imo State.

Research Question Two: What are the mean anger scores of adolescents exposed to ART at pretest and posttest based on gender?

Table 3: Mean anger scores of adolescents exposed to ART at pretest and posttest based on gender

Group		Pretest		Posttest		Mean		Mean
reduction		reduction						
Scores		difference						
	n	Mean	SD	Mean	SD			
Male	11	76.36	1.120	25.36	2.501	51.00	0.59	
Female	12	76.33	1.557	25.92	3.397	50.41		

Data in table 3 showed the mean score differences on the treatment of anger among adolescents exposed to Aggressive Replacement Training based on gender. The male students in the experimental group exposed to Aggressive Replacement Training had mean anger management score of 76.36 with standard deviation of 1.120 at pre-test and 25.36 with standard deviation of 2.501 at post-test. The mean anger management score of students exposed to ART was 51.00. On the other hand, the female students in the experimental group exposed to Aggressive Replacement Training had mean anger management score of 76.33 with standard deviation of 1.557 at pre-test and 25.92 with standard deviation of 3.397 at post-test. The mean anger management score of students was 50.41. The mean difference of 0.59 was recorded for the two groups in favour of male and female students in the experimental group that was exposed to treatment using Aggressive Replacement Training. The standard deviation of each group from the mean ranged

from 1.120 – 3.397; indicating that the respondents were not too far from the mean and from one another in their responses, showing that there is homogeneity of scores in the distribution. The result suggests that Aggressive Replacement Training favoured both the male and female adolescent students in the management of anger in public senior secondary schools in Imo State.

Hypothesis Two

Ho₄: There is no significant difference in the mean anger scores of adolescents exposed to ART at pretest and posttest based on gender.

Table 4: ANCOVA F-test Analysis for the Test of Hypothesis 4

Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	38.346 ^a	2	19.173	2.508	.107	
Intercept	15.567	1	15.567	2.037	.169	
Pretest	36.591	1	36.591	4.787	.041	
Treatment	.000	0	.	.	.	
Gender	1.946	1	1.946	.255	.619	
Treatment * Gender	.000	0	.	.	.	
Error	152.871	20	7.644			
Total	15326.000	23				
Corrected Total	191.217	22				

a. R Squared = .201 (Adjusted R Squared = .121)

In Table 4, the data revealed that the F-value of 0.255 which has a probability value of .619 and therefore not significant at 0.05 level. This implies that gender as a factor in the study has no significant influence on anger management score of students exposed to Aggressive Replacement

Training. This also implies that the null hypothesis of no significant difference in the mean ratings of male and female students when exposed to Aggressive Replacement Training in management of anger was accepted. The researcher therefore, concludes that the mean score on the treatment of anger among adolescents exposed to Aggressive Replacement Training based on gender are not significantly different in public senior secondary schools in Imo State.

Discussion of Findings

The result in table 1 showed that the use of Aggressive Replacement Training was more effective than the control group in management of anger among adolescent students in public senior secondary schools in Imo State. The result is a proof that Aggressive Replacement Training (ART) has proven to be a more effective approach than conventional counselling in managing anger among adolescent students, as it equips them with concrete skills and strategies to recognize, manage, and replace aggressive behaviours with positive alternatives. By focusing on skill-building and behavioural change, ART has demonstrated significant reductions in anger and aggression, and improvements in emotional regulation and social skills thereby outperforming traditional counselling methods. The result further buttressed that the mean score differences on the treatment of anger among adolescents exposed to Aggressive Replacement Training and conventional counselling are significantly different in public senior secondary schools in Imo State. In corroborating the findings,

Ilevbare, Fagbenro and Adediran (2023) found that intervention using Aggressive Replacement Training significantly reduced anti-social.

The result in table 2 revealed that Aggressive Replacement Training favoured both the male and female adolescent students in the management of anger in public senior secondary schools in Imo State. The result further emphasized that the mean score differences on the treatment of anger among adolescents exposed to Aggressive Replacement Training based on gender are not significantly different in public senior secondary schools in Imo State. The results are proof that Aggressive Replacement Training (ART) demonstrated equal effectiveness in managing anger among both male and female adolescent students, with no statistically significant difference in outcomes between genders, indicating the programme's universal benefits. The results agree with Efosa-Ehioghiren, Obadigie and Ebenebe (2019) who found that there was no significant difference in anger reduction due to gender and location of students exposed to treatment. In the same vein, Ilevbare, Fagbenro and Adediran (2023) found that gender as a factor in the study had no significant influence on anger mean score of in-school adolescents.

Conclusion

This research work has revealed that the use of Aggressive Replacement Training is more effective than the conventional counselling in the management of anger among adolescent students in Public

Senior Secondary Schools in Imo State. This research work also revealed that Aggressive Replacement Training favoured both male and female adolescent students in the management of anger in public senior secondary schools in Imo State. Taken cognizance of the effectiveness of Aggressive Replacement Training over Conventional Counselling by school counsellors, mental health professionals, teachers, etc, as it equip students with skills to manage emotions and develop prosocial behaviours will be of great significance. Since this intervention yield sustained improvements in emotional regulation, anger management and behavioural outcomes, fostering a positive school climate and promoting healthy adolescent development. Schools and mental health professionals in collaboration with government should consider implementing Aggressive Replacement Training (ART) as an evidence-based intervention for managing anger among adolescent students, given its demonstrated superiority over convetional regulation and enhanced over all well-being.

Recommendations

Based on the findings of this study; the following recommendations were made;

1. Schools and mental health professionals should consider implementing Aggressive Replacement Training (ART) as an evidence-based intervention for managing anger among adolescent students.
2. School counsellors should incorporate Aggressive Replacement Training (ART) into their anger management programmes, as it has demonstrated equal effectiveness for both male and female adolescent students, promoting gender-neutral and inclusive emotional regulation strategies.
3. Mental health professionals should be employed in schools and receive training in both ART and CBT for adolescent anger managementas the intervention demonstrate long-term effectiveness and comparable outcomes.

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