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PROGRAMME PHD OF EDUCATION

COURSE TITLE:

THESIS PROPOSAL AUPR 610

(AIU)

JULY 2022

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UD77060ED86263

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**THE EXTENT OF THE USE OF BEHAVIOUR MODIFICATION TECHNIQUES AS A
CLASS ROOM CONTROL BY TEACHERS AMONG SECONDARY SCHOOL
STUDENTS IN VIEW OF THEIR AGE AND CLASS**

DIFFERENCES IN AKURE METROPOLIS OF ONDO STATE NIGERIA

**A PROPOSAL FOR THE FINAL THESIS PRESENTED TO THE ACADEMIC
DEPARTMENT OF THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION**

ATLANTIC INTERNATIONAL UNIVERSITY

HONOLULU,HAWAII

JULY 2022

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INTRODUCTION

Behavioural problems such as misbehaviour among students in the secondary school seem to be a permeating long standing issue in the school setting. This phenomenon is as old as education itself.

It has created a big problem for teachers because of incessant disruption and distractions from planned achievable class room teaching and learning processes in Nigeria, according to Researchers, all stake holders involved in the school system are seeking solutions to this problem. As a part of their role the school teachers prefer to depend on their ability to maintain an effective learning environment that is devoid of students misbehaviour. According to Alhassan (2000), ability to do this has constituted a great danger to students academic performance.

In the secondary schools in Nigeria misbehaviour among students manifest in many ways. For instance it was revealed that identified prevalent misbehaviours among students ranges from Bullying, thugery, assault of teachers, disruptive actions, disobedience, out of seat etc.

Wearing wrong school uniform, sexual harassment of the opposite sex, stealing, truancy, jumping school fence, Drug Abuse, destroying school properties, talking out of turn, none attentiveness and so on and so forth. And in most cases, only corporal punishment is applied. Secondary school students manifest these behavioural problems either as a way of showing their disapproval to school rules or policies or because of their exuberance. This is a big problem to teachers and according to Radford (2000), they are bent on finding solutions to these behavioural problems in order to improve teaching learning achievements.

Behavior modification is a treatment approach based on the principles of Operant Conditioning or Instrumental Conditioning (Skinner, Pavlov) that substitutes undesirable behaviors with more desirable ones through the use of positive or negative reinforcement techniques. According to Skinner(1958) principles, these

are also defined actions that are followed by reinforcement as the systematic application of learning principles to alter human behaviors at every levels of education needs to be positively influenced. Behavior influence occurs whenever one person exerts some degree of control over settings such as schools, homes, military, prisons, police, and other normal personal interactions.

Meanwhile teachers are faced with the responsibility of maintaining orderliness for teaching learning activities to take place positively, for this reason teachers need to possess the good quality of behavioral management skills both for him/herself and also for the students that are being taught. This can guarantee positive academic outcome in school standard. However, some teachers find it difficult to establish effective learner discipline management strategies that can promote positive classroom control responsibility making the class condition and more especially the school an outlook of misbehaved students without any discipline.

At this juncture positive approach entails in teachers discipline and respect for himself and for the students. If this happens, it instills in the students a sense of responsibility by using youth/adult partnership to develop and share clear rules, provide daily opportunity for success.

Also teachers effective training is a method that differentiate between teachers-owned and students owned problems. It suggests strategies to profer solutions to misbehavior in the classroom setting. The teacher should also equip himself with appropriate theory and educational philosophy. This will go a long way to prevent violence and promote order and discipline in classroom settings.

Educational philosopher Greenberg (1987) also recommended positive school culture and enhanced environment for proper behavior and professional learning in the school.

Greenberg (1987) emphasized on good criteria to be followed by teachers to achieve good classroom setting control.

- Emphasize correcting the problems rather than distributing punishment
- Maintain the students esteem and dignity
- Provide for increasing serious consequences if problem is not resolved
- Ensure for the desired result of behavior changes in the student
- Enhance motivation and good relation between the teacher and the student.

- Always hold a meeting when needed with complete stakeholders
- Take additional disciplinary action if called for.

As a teacher, I have the experience to applying corporal punishment to address most of the misbehavior issues in my classroom situation. This is in a bid to modify the bad behavior among the students. In this case I applied corporal punishment as the techniques I know to keep disruptive students in check.

However, I know I could do better in checking the students misbehavior if I have patience to delve into alternative ways for class control among secondary school students. Other secondary schools teachers who have had the same experience could agree with me. Radford (2000) expressed her views about this, if students perceive sanctions or policies as unfair and are unable to get staff to listen to them then conflict occurs in which students will contest the nature of power and control in the school.

It may be possible to maintain order in classrooms by corporal punishments for misbehavior from students in the classroom settings, but apart from corporal punishment there is need to address the more fundamental issues of how to motivate students to behave in a manner conducive to creating a supporting social community with the school, especially in the classroom and even outside the classroom. A sanction driven discipline policy such as we have it with immediate corporal punishment, at the level of the individual students can promote a type of behavior that schools find easily to deal with. However students can have difficult experiences of the use of these corporal punishments.

Alhassan (2000) explained that discipline and behavior mean the training that enables an individual to develop an orderly conduct. Based on ideas and experiences, good behavior leads to positive consequences and bad behavior leads to negative consequences.

Kelinci (2009) opined that schools are meant to be one of the safest places for students to behave.

Alhassan (1993) the general public and the government altogether have become increasingly concerned at the increase in misbehaviour.

Based on ideas and experiences good behavior leads to positive consequences and bad behavior leads to negatives consequences.

To achieve behavioral modification, the concerned student should be helped to learn new skills to change emotionally, and to have changes in cognitive processes, also positive changes in educational environment or ecosystem effect.

Some of these modifications can be used to better behavior viz: praise reward, approval for task undertaken, modeling, positive programming shaping token economy, staff monitoring and shaping.

Some of the common strategies that behavior modifiers use are to communicate and have clear expectation to develop and have clear rules for the students. To provide practice time for students to rehearse appropriate behaviors expectation to organize classroom to support expectations and rules for the students whose behavior need to be modified.

It is important for teachers to set clear rules and regulations. it is often not clear for student exactly how they should behave.

All behaviours are often to be learnt. Researchers have shown that even student with frequent problems behaviour do better when teachers are specific about desired behaviour in the classroom.

Some of the behaviour modification techniques applied by the teachers as a class control are use of cane, painful drills and exercises, slapping, spanking with hands or slippers, knocking the head, kneeling down, suspension, expulsion, exclusion, sending-away, blaming, insulting, downgrading self-government of difficult student, praise, rewarding, ignoring, prolonged wait time, guidance and counselling, bringing difficult student closer, talking in private, finding root of problems, trying to play the role model, trying to define right from wrong, adapt peer teacher technique, using eco system effect to improve learning environment etc.

Identified prevalent misbehavior are:-

Bullying, thuggery, assault of teachers, disruptive action, disobedience to school rules and regulations, out of seat, wearing wrong uniform, tantrum sexual harassment of the opposite sex, stealing, truancy, jumping school fence, drug abuse, destroying school properties, lateness to class, talking out of turn, non attentiveness.

Conceptual frame work experience literature and theory of basic ideas of behavioural of secondary school students will be elaborately studies to gain more insight about this research work.

DESCRIPTION

To profer solutions to the identified prevalent misbehaviour among secondary school students, the researcher tried to find out the extend of the use of modification techniques as a class room control by teachers among secondary students in view of their age and class differences in Akure metropolis. The researcher did this by defining the statement of the problem.

Statement of the problem:-

Therefore the problem of this research study is put in the following questions.

1. To what extent do teachers apply behavioural modification techniques in handling the identified prevalent misbehaviour among secondary school students.
2. Do secondary school teachers apply enough behaviour modification technicians in solving the identified prevalent misbehaviour among students in view f their age and class differences
3. Do secondary school teachers achiever enough class control in solving the identified prevalent misbehaviour of students in view of their age and class differences.

From this definition of the problem the general research objectives are stated:-

- a) To investigate how often teachers do apply the techniques for behavioural modification as corrective class control.
- b) Identify the behavioural modification techniques that should be used for the identified prevalent misbehaviour.
- c) Investigate the areas of teacher effectiveness in managing behaviour modification techniques, for age and class differences among students

Purpose of the study:-

The main purpose of this study is to know to what extent teachers apply behaviour modification techniques as a classroom control.

Research Question:-

From the statement of the problem three research questions are developed.

- RQ, To what extent do teachers apply behavioural modification techniques in handling the identified prevalent misbehaviour among secondary school students.
- RQ, Do secondary school teachers apply enough behaviour modification technicians in solving the identified prevalent misbehaviour among students in view of their age and class differences.
- RQ, Do secondary school teachers achieve enough class control in solving the identified prevalent misbehaviour of students in view of their age and class differences.

Research Hypothesis:-

Three research hypothesis will be formulated as assumption to help carry out the study

Ha There is a significant difference between the extend of the applied behavioural modification techniques and handling of misbehaviour among student

H01 There is no significant deference between applied behaviour modification techniques and misbehaviour among students in view of their age and class difference.

H02 There is no significant difference between the achievement of enough class control and the misbehaviour among students in view of age and class difference These generated null hypothesis will be tested by t-test at certain significance

Significance of this study

This study will be quite significant as the application of behavioural modification techniques in class room control should be extensively utilized, not just limited to just a section of it which is the use of immediate corporal punishment.

GENERAL ANALYSIS:

The study is mainly on the extent of the use of behaviour modification techniques as a classroom control by teachers among secondary schools students in view of their age and class differences in Akure Metropolis on Ondo State Nigeria.

Based on the ideas gathered from a thorough review of related literature, positive research questions and three hypothesis will be generated for the study.

The population will consist of 300 sampled secondary school teachers and 400 sampled secondary school students selected from the public secondary school in Akure Metropolis. The population consists of 120 public secondary school in Akure Metropolis.

The samples size consists of 100 public secondary school randomly selected.

300 secondary school teachers will be sampled 400 secondary school students will be randomly sampled by lucky deep selections of items.

These will form the sample size on which measurement will be made on their responses.

Data will be collected using structured and well validate Question are titled(Behaviour

Modification Techniques Question)“BMTQ”.

Data will be analysed using frequency percentage, mean values. The null hypothesis will be tested using T-test at 0.05 level of significance

The study will adopt descriptive survey research design.

This type of research design, according to Owns (2002) is that in which the same information is gathered from an unbiased representative group of interest. It is a very valuable tool for assessing performance from representative group of population being investigated.

The population of the study will consists of all the secondary school teacher in Akure Municipality Ondo State Nigeria.

There are 120 public secondary schools in Akure, Municipality from which 100 will be simple randomly selected from each of the secondary school, two teachers will be selected from each of the 100 sampled secondary schools. Also four secondary school students will be randomly selected from each of the 100 sampled secondary schools in Akure Municipality.

Sample and sampling techniques

Simple random sampling will be used to select the teachers and the students. Lucky dip method will be used for both teachers and students.

Altogether 300 public secondary school teachers will be randomly selected ,while 400 students will be randomly selected to form the population sample and the size of the population on which measurement was made for their response, and later generalized for the entire population.

The research instrument tagged “Behaviour Modification Technique Questionnaire” “BMTQ” will be developed by the researcher.

The structured Questionnaire will consist of two parts i.e “BMTQ” for teachers and students.

Most of the questions on the questionnaire will be addressed to each of the 3 research questions. It is meant to illicit answers from a Licket scale of “Always and rarely”.

The instrument tagged behavioural modification techniques Questionnaire (BMTQ) consists of four sections A, B, C, D.

PART A will be concerned with the Bio-data of the respondents.

PART B will be concerned with the data needed on the achievement performance of teachers on the application of behavioural modification techniques.

PART C will be concerned with the data needed on the progress of the students in view of their age difference.

PART D will be concerned with the data needed on the progress of the students in view of their class differences.

The face and content validity of the instruments will be done by experts in test measurement. Based on their comments some items will be modified, omitted items will be added, while the ambiguous item will be redefined.

The reliability of the instrument will be determined using test retest method with 30 respondents from ten schools in Akure municipality. The instrument will be re-administered on the same respondents after two weeks. The reliability of the two tests will be determined using simple correlation.

The reliability of an instrument is the consistency of the instrument in measuring whatever it is designed to measure.

Pilot study :-

The pilot study which served as the test run for the main study will be conducted before the major research, this is to further validate and compute reliability and identify the problems of statistical analysis and ascertain if there are extraneous variables to be identified, so as to tackle them before the major research study.

The variables of the study are grouped:- independent and dependents

Independent are:- (a) secondary school students, teachers, age, class, location

Dependent variables; behavior modification techniques, class control.

The behavioral modification techniques questionnaire for teachers and students will be administered and collected back personally by the researcher within 2 weeks of administration.

A total of 300 questionnaires are meant to be administered to 300 public secondary school teachers and 400 students in public secondary schools across

100 sampled public secondary schools in Akure metropolis in Ondo State Nigeria.

Thus, a total of 700 questionnaires are meant to be administered by researcher and assisted researcher.

The responses to the behavioral modification technique questionnaire (BBMTQ) will be presented in a contingency frequently distributed tables.

Simple frequency count, percentage calculation will be used for the data analysis on a scale "always and "rarely" response category.

"Always" response means enough application of behavioral modification technique.

"Rarely" responses mean not enough application of behavioral modification techniques.

The hypothesis generated for the study will be tested using T-test at a level of significance. The results obtained from the study will be presented in tables on the basis of the 3 three research questions and the 3 hypothesis generated for the study descriptive analysis will be also presented.

The study will identify the extent teachers apply behaviour Modification Techniques as a class control for students

The study will also reveal if there is no synginificate different between the applied behaviour Modification technical and the misbehaviour among student in the secondary school in view of them age and class different.

The study will also highlight on improved techniques for behaviour modification for class room control for secondary schools.

CURRENT INFORMATION

If secondary school teachers use behaviour modification techniques appropriately misbehaviour of secondary school students will be a thing of the past and more academic achievements will be made in teaching and learning processes

DISCUSSION

The objectives of this study are to investigate how often teachers apply the correct techniques for behaviour modification as corrective class control among secondary school students in view of their age and class differences.

To identify the behaviour modification techniques that should be used for the identified prevent misbehaviour .

To investigate the areas of teachers effectiveness in modification behaviour techniques for age and class difference among students.

CONCLUSION

While the field of behavior modification has been extensively explored by researches as a tools to handle difficult children. This areas of the present research about the extent of the behavior modification techniques used by teachers for secondary school have not been researched enough. Because of the increasing involvement of students in misbehavior altitudes. Corporal punishment alone has not solved the problems of classroom misbehavior. This research is being carried out when solution is being sought for extensive misbehavior among secondary school students in Akure metropolis

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