

## EFFECT OF BEHAVIOUR MODIFICATION THERAPY ON MISCONDUCT BEHAVIOUR AMONG POST BASIC STUDENTS IN TARAUNI ZONAL EDUCATION DIRECTORATE OF KANO STATE, NIGERIA

MUHAMMAD MUSA UMAR<sup>1</sup>, SULAIMAN AUWAL IBRAHIM<sup>2</sup> & ALIYU SULAIMAN USMAN<sup>3</sup>

<sup>1</sup>Department of Psychology and Counselling, Federal University Dutsin-Ma

<sup>2</sup>Department of Education (Technical), School of Technology, Kano State Polytechnic

<sup>3</sup>Bayero University Kano

wellndonemuhd80@gmail.com; baffa6869@gmail.com;

usmanaliyusulaiman32@gmail.com

### Abstract

*The study investigated the effect of behaviour modification therapy on misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate of Kano State, Nigeria. Quasi-experimental design in form of one group pre-test-post-test design was employed. The population of the study comprised all one hundred and ninety two (192) senior secondary school students in Tarauni Zonal Education Directorate of Kano State, Nigeria. a sample of thirty (30) students were selected purposively as the sample size. The instrument has construct validity with an index of 0.79 as reliability index overtime of the instrument. The research question was answered using frequency and percentage, one sample t-test was used to test the first hypothesis, and t-test for independent sample for the second hypothesis. The findings of the study revealed that Lateness is the most common types of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, with 57 respondents representing 16%. The study found that behaviour modification therapy has significant effect on misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate of Kano State, as indicated in the pretest and post-test scores of the participants. Since the present study used behaviour modification on misconduct behaviour as a counselling intervention and found that is effective, the study recommended that counsellors and teachers should employ behaviour modification therapy to treat other behavioral problems among post basic students such as truant behaviour depression and disruptive behavior.*

**Keywords:** Behaviour, Modification, Theraphy, and Misconduct Behaviour

### Introduction

The school is a place where students acquire needed competencies for various vocations; the place of the counsellors cannot be overemphasized. Counseling is a personal relationship between the counsellor and the client with the aim of assisting the client to understand himself, effectively take decision and also solve his or her problem. Counselling is oriented toward facilitating an appropriate behavior. Misconduct is an act or failure to act by the students which is unlawful or otherwise judged to be inappropriate or unacceptable behavior, which could negatively affect his or her performance. This principles, rules and regulations are regarded as the ways of achieving the goals of Education in Nigeria.

This research study seeks to explore the challenges face by teachers, school counsellors and school administrators in implementing discipline among post basic students in Tarauni Zonal Education Directorate Kano state.

Although, there are many causes of misconduct behaviour among secondary school students, which

includes the environment in which the students lived, poor upbringing, family instability, over-pampering of children, exposure of students to negative information on the social media, negative peer groups influence, non-assertiveness of the students, psychological problems etc. (Chamberlin, 2015). Misconduct behaviour among post basic students in Tarauni Zonal Education Directorate has become a controversial issue that needed urgent attention as regard to taking serious measures by organizing seminars or orientation programmes toward behavioral rehabilitations and effective contributions in the schools and societies, because parents and guardians do not care to monitor the type of friends their children keep and act as role model.

In line with the above, Behaviour is formed by its consequences, and under the correct set of consequences, all people involved can perform effectively. Behaviour modification therapy involves the utilization of Reinforcement to fortify behaviour and Punishment to deteriorate behaviour. Based on Mather all (2001), the following actions can be utilized to handle behaviour through consequences:

1. Identify the problem.
2. Propose a way to change the behaviour.
3. Name an effective reinforces.
4. Apply reinforce constantly to change or outline the behaviour.

However, the following are the techniques of behaviour modification therapy; according to UNESCO (2003).

1. Positive Reinforcement
2. Extinction or Ignore Technique
3. Modeling
4. Punishment Technique
5. Systematic Desensitization Technique
6. Over-Correction
7. Time-out Technique
8. Negative Reinforcement
9. Response Cost Technique
10. Shaping Technique
11. Assertiveness Training

Recent studies have shown that the technique is effective in addressing different behaviour problems which was revealed in their findings, such as study conducted by Safiyanu (2018), on the effectiveness of reality and behaviour therapy in the treatment of truancy among secondary school students.

### **Statement of the Problem**

The issue of misconduct behaviour is worrisome, that need special attention from different professionals in the field of guidance and counselling. Professional counsellors, teachers and school administrators are doing their best in managing and handling so many misconduct behaviors among students. Students' unruly behaved continue to disrupt school academic progrommes in Tarauni Zonal Education Directorate of Kano State, to the extent which prevent the teachers unable to cover the contents of the school curriculum. This has often resulted into turning out half-baked graduate. These in turn have contributed to poor academic performance of many students, in order to perform well in external examinations, they resort to examination malpractice.

This problem of misconduct behaviour which forms a basis of indiscipline and undesirable act among students can have serious consequences in their academic performance, their family, their schools, friends, and the society at large, misconduct behaviour is one of the most reasons why students are

taken to the school counsellor for proper guidance and rehabilitation. The researcher noted that, the problem of misconduct behaviour is many and the pressure to conform peer influence becomes very strong during their adolescence period. Also, at this stage the students engage in activities that are perceived to be contrary to the school rules and regulations.

The high incidence of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, have become public concern and despite the teacher efforts, such as punishment and other measures as well as government intervention, the problem are yet to be. Some of the students deceived their parents or guardians by setting up for school in the morning, but to the great surprise they will end up with their friends smoking or taking drugs till closing hours. These students will go home pretending as if they were from school. Parents may not be clear with this behaviour on till when they realize that their ward is absent from school throughout the term, at that particular point of time to control or handle the situation is beyond their expectation, the next is to report the students to the school management for proper actions and measures.

### **Objectives of the Study**

The following objectives are to find out;

1. The most common types of misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate.
2. The effect of behaviour modification therapy on misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate.
3. The Gender difference in the posttest mean scores on misconduct behaviour between male and female among post basic students in Tarauni Zonal Education Directorate.

### **Research Question**

In line with the objectives of the study one research question were answered

1. What are the most common types of misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate

### **Hypotheses**

The following null hypothesis were tested at 0.05 level of significant

**H<sub>01</sub>** There is no significant effect of behaviour modification therapy on misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate, Kano State, Nigeria.

**H<sub>02</sub>** There is no significant gender difference in the posttest mean scores on misconduct behaviour among post basic students Tarauni Zonal Education Directorate.

### **Methodology**

The design used in this research study was quasi experimental design, in form of pre-test, post-test design only to collect the relevant data for the study. Quasi experimental design is research designs which compare participant into groups and measures the degree of change occurring as a result of treatment or intervention.

Gauray (2004), experimental research design only address some of the issues arising with assignments bias and allocation of participate into group. The researcher employed quasi experimental research design, because the study was try to assess the effect of behaviour modification therapy in reducing misconduct behaviour employed by school counselors among post basic students in Tarauni Zonal Education Directorate. The selection of this design was based on the fact that, it has the advantage of testing the result obtained from the post-test in order to analyze the effectiveness of the treatment given or otherwise.

The population of this study consisted of all one hundred and ninety two (192) SSI students who were identified with the symptoms of misconduct behaviour in Tarauni Zonal Education Directorate, based on three hundred and fifty-seven (357) Misconduct Behaviour Assessment Scale administered to the respondents as suggested by Research Advisor (2006) table of determination of sample size if the researcher has the population of five thousand, nine hundred and forty six (5,946) population (students).

A total number of thirty (30) students who met the criteria for selection were selected as sample size, from two schools that has the high prevalence of misconduct students, The selection of thirty (30) students as the sample was based on the idea of Gay (2009) who recommended that a minimum of thirty (30) was considered appropriate for group counselling (experimental research), Purposive sampling technique was used in drawing up the respondents who participate in the study. In this sampling technique researchers have the opportunity to select the population of the participant based on their opinion. Gay (2009), stated that purposive sampling technique is a technique which involves the researcher deciding to choose or use certain objects or person as a research participant, due to his experience in relation to the nature of the research. Proportionate sampling technique was also used for the distribution of the sample size, lastly simple random sampling technique was also used for the selecting of required sample size since each members (identified students) has an equal chance of being selected.

To collect data for this study from students who exhibited the symptoms of misconduct behaviour from pre-test and post-test the researcher used developed questionnaire title: “misconduct Behaviour Assessment Scale” which developed by the researcher. The instrument has two sections. Section “A” of the questionnaire contains personal data of the respondent while section “B” of the questionnaire contains items from 1-15 based on four 4 subscales, ranges from Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1 which demand answer from the respondent. The instrument was validated through construct validity with the help of experts in the field of Psychology and Guidance and Counselling from Bayero University, Kano and Yusuf Maitama Sule University, Kano all their observation were effected before the final administration to the respondents.

To establish the reliability of the instrument in the study area a pilot testing was conducted among the respondents who were not included in the study through test-re-test method. The data collected was analyzed using Pearson Product Moment Correlation the index of (0.79) was obtained as reliability index. Therefore the procedures for data collection were divided into three phases’ pre-treatment phase, treatment phase and post-treatment phase.

### **Results**

The Data collected were analyzed using simple frequency and percentage for the first research question, then mean and standard deviation for the second research questions, one sample t-test was used for testing the hypothesis at 0.05 level of significance.

---

### **Answer to Research Question**

**Question One:** What are the most common types of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, Kano State, Nigeria?

**Table 1: Table showing the Most Common Types of Misconduct Behaviour**

Types of Misconduct	Frequency	Percentage	Ranking
Disobedience	50	14%	2
Cheating	22	06%	7
Examination Malpractice	28	08%	6
Fighting	41	12%	3
Lateness	57	16%	1
Bullying	37	10%	5
Lying	38	11%	4
Truancy	51	14%	2
Stealing	17	05%	8
Others	16	04%	9
<b>Total</b>	<b>357</b>	<b>100%</b>	

Table 1 above shows that lateness is the most common types of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, with 57 respondents representing 16%, follow by truancy with 51 respondents and disobedience with 50 respondents representing 14% and others.

**Hypotheses Testing**

**H<sub>01</sub>:** There is no significant effect of Behaviour Modification Therapy on misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, Kano State.

**Table 2: One-Sample t-test for pre-test and post-test scores.**

Group	N	Mean	SD	t-cal	Df	P-Value
Pretest	30	43.46	8.61	23.282	29	.000
Posttest		30.02	8.93			

Sig at P 0.00 ≤ 0.05

Table 2 above shows the mean and Standard deviation for both pretest and posttest, then the t-calculated value for post-test (23.282) with p-value .000, tested at 0.05 level of significance and degree of freedom 29. From the table above, the p-value .000 is less than 0.05 level of significance, which means that the null hypothesis which stated that ‘there is no significant effect Behaviour Modification Therapy on misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, is rejected. Meaning that the technique is effective in reducing misconduct behaviour in favour of posttest.

**H<sub>02</sub>:** There is no significant difference in the posttest mean scores on misconduct behaviour between Male and Female Students in Tarauni Zonal Education Directorate, Kano State.

**Table 3: t-test for independent samples between male and female respondents**

	Gender	N	Mean	SD	t-cal	Df	P-Value
Posttest	Male	17	31.71	9.42	2.246	28	.030
	Female	13	25.46	5.50			

Sig at  $P 0.30 \leq 0.05$

Table 3 shows the post test results of male and female respondents exposed behaviour modification therapy. The result shows the t-calculated value 2.246 and p-value .000 tested at 0.05 level of significant with degree of freedom 28, the results of the analysis shows that the P-value .030 is less than 0.05 level of Significance. Therefore the null hypothesis which stated that there is no significant difference in the posttest mean scores on misconduct behaviour between Male and Female Students in Tarauni Zonal Education Directorate of Kano State, Nigeria is rejected. Meaning, significant difference was observed between male and female respondents exposed to behaviour modification therapy on misconduct behaviour in favour of female respondents.

### Summary of Findings

Below is the summary of findings:

1. Lateness is the most common types of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, with 57 respondents representing 16%.
2. There is significant effect of behaviour modification therapy technique on misconduct behaviour among post basic Students in Tarauni Zonal Education Directorate, Kano State.
3. There is significant difference in the posttest mean scores on misconduct behaviour between Male and Female Students in Tarauni Zonal Education Directorate of Kano State.

### Discussions

This present study investigated the effect of Behaviour Modification Therapy on Misconduct Behaviour among post basic Students in Tarauni Zonal Education Directorate Kano State, Nigeria.

The finding of the research question revealed that Lateness is the most common types of misconduct behaviour among senior secondary school students in Municipal Zonal Education Directorate, with 57 respondents representing 16% is against the finding of Oyeyemi (2014) on the effect of misconduct behaviour on students' psycho-social involvement in secondary schools: who reported that while prevalent factors responsible for misconduct behaviours in schools include examination malpractice, cultism, drug abuse, cultism and kidnapping.

The finding also against the study of Wachikwu and Ibegbunam (2012) on Academic Misconduct among Medical Students in a Post-Communist transitional Country, who revealed that the most frequent type of misconduct was 'signing in an absent student on a class attendance list' (89.1%), and the least frequent 'paying for passing an examination' (0.7%).

The finding from hypothesis one show that there is significant difference in the pre-test and post-test scores of the students exposed to the treatment using behaviour modification therapy, is in line with the study of Chinelo (2012) who reported the use of behaviour modification techniques by teachers in managing classroom disruptive behavior. The result revealed that the behaviour modification techniques is effective in reducing disruptive behavior. It also in line with the study of Kelly (2010) on the effects of Cognitive Behaviour Modification intervention on a child with behaviour disabilities in Southern New Jersey, his finding revealed that Cognitive behaviour modification was used as the intervention for disabilities.

The finding of hypothesis two stated that there is significant difference in the posttest mean scores on misconduct behaviour between Male and Female Students in Tarauni Zonal Education Directorate of



Kano State in line with the finding of Oyeyemi (2014) study assess of the effect of misconduct behaviour on students' psycho-social involvement in secondary schools, who reported that significant gender difference exist as interaction and main interaction effect.

### Conclusion

With regard to statistical analysis and the results of findings from the study the following conclusions were drawn.

It was concluded that Lateness is the most common types of misconduct behaviour among post basic students in Tarauni Zonal Education Directorate, with 57 respondents representing 16%. This conclusion was made based on the evidence from the misconduct Behaviour Assessment Scale administered to the respondents and the results show that lateness misconduct behaviour has the high number of the respondents than the other types of misconduct behavior. It was concluded that behaviour modification therapy had effect in reducing misconduct behaviour as measured by misconduct Behaviour Assessment Scale, the significant difference was observed between the mean score of pretest (before treatment) and posttest scores (after treatment) of the respondents. Moreover, in relation to the findings of this study based on gender different it was observed the there is significant differential in the effect of behaviour modification therapy between male and female students with misconduct behaviour Tarauni Zonal Education Directorate, Kano State, Nigeria.

### Recommendations

Based on the findings of this study it was recommended that:

1. government should provide additional guidance and counselling centers in secondary schools across the educational zones while those provide should be made to be functioning,
2. application of behaviour modification therapy should be emphasized to school administrators for the treatment of misconduct behaviour in school setting as against the application of corporal punishment
3. lastly it was recommended that behaviour modification therapy could be used in managing misconduct behaviour irrespective of gender difference.

### References

- Chamberlin M. (2015) Problem behaviour theory, *psychosocial development, and adolescent drinking. British Journal of addiction, 82, 331-342.*
- Chinelo P.S (2012) Defining and assessing risky behaviours. *Journal of Advanced Nursing, 18, 1911-6.*
- Gay, L.R (2009). Educational Research: Competencies for Analysis and Application. 10<sup>th</sup> Edition.
- Guaray (2004). *An introduction to Quasi Experimental research design.* Published by Uniben University of Benin, Benin City.
- Kelly S. (2010) *Watching sex on television predicts adolescent initiation of sexual behaviour, Paediatrics* Vol. 114 (3)
- Mather J. (2001) Children in jeopardy can we break the intergenerational poverty? Herbert Gintis, Family Background and Economic Success. New York: Princeton University Press
- Oyeyemi O. (2014) Relationship between the counsellor and other school guidance personnel. In A.I. Idowu (ed.). *Guidance and Counselling in Education.* Ilorin: University of Ilorin Press
- Safiyanu S. (2018) Effect of sex education programme on at-risk sexual behaviour of school-going adolescents in Ilorin, Nigeria. *African Health Sciences, 8(2), 120 - 125.* Viewed 19 December 2017, from <http://www.bioline.org.br/abstract?id=hs08026&lang=en>
- UNESCO (2003). *Child trafficking in Nigeria: Analysis of Nigeria's response to the Libreville platform of Action.* W.A: Regional Office.
- Wachikwu and Ibegunam (2012) *Introduction to behaviour modification for undergraduates and helping professionals.* Ogbomosho: Adebayo Calvary printers.