

Teachers' Perception and Effectiveness of Behaviour Modification Techniques in Ojo Lgea of Lagos State

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Abstract

The study investigated teachers' perception and effectiveness of various behavior modification techniques employed by teachers in treating maladaptive behaviors among pupils in basic schools in Ojo Local Government Education Authority (LGEA) of Lagos State. Mixed research methodologies such as focus group discussions, interviews and questionnaire were used to collect information from respondents. Population included teachers in selected schools in the LGEA. A sample size of 100 respondents was selected. In each of the five selected schools, twenty respondents were selected as samples. The stratified random sampling technique was used to select the respondents from different strata. Descriptive and inferential statistics were used to test hypotheses. Results revealed that, there is significant relationship between male and female teachers' perception in the use of behavior modification techniques in the classroom. This means that respondents have positive reactions to behavior modification and its effectiveness as counseling technique in reducing maladaptive behaviors among pupils in the study area. In addition, empirical analyses from our findings revealed that, commending a covetous pupil made him to start attending lessons, promising a covetous a joke any day he comes to school will encourage him/her to come often. This by implication showed significant negative relationship between material and non-material motivations and behavior modification among primary school pupils in the study area. Based on findings, the study recommends the employment of more counselors in basics schools to provide counseling services and supports to pupils and individuals in the school system that require psycho- emotional assistance.

Keywords: Behavior modification techniques, counseling, material and non-material motivations, perception, effectiveness.

Introduction

Behavior modification refers to the techniques used to try and decrease or increase particular type of behavior or reactions. Bolarin & Badejo (1998) defined behavior modification as a scientific procedure for systematically changing behavior through the use of rewards or punishment or both. To Okoli (2002), behavior modification is the attempt to alter human behavior and emotion in a beneficial manner according to the laws of modern learning theory. This might sound very technical, but the term is used very frequently and interchangeably as behavior therapy or behavior treatment. Parents, teachers and caregivers use the concept to teach their children right from wrong. Therapists use it to promote healthy behaviors in their patients. Animal trainers use

it to develop obedience between a pet and its owner. We even use it in our relationships with friends and significant others. Our responses to them teach them what we like and what we don't (Vijayalakshmi, 2020).

Behavioral change is the hearth of behavior modification. Individuals and particularly students exhibit maladaptive behavior for three reasons- failure to learn appropriate behavior necessary for adapting to their social environment, learning of unnecessary or maladaptive behavior, and due to the presence of conflicts in the environment that require them to discriminate among impossible options, Okoli (2002). The effect is the labeling of the individual as a miscreant. Akinade and Adedipe (1994) submitted that maladaptive behavior are self- defeating, yet self- perpetuating. They cause distress or in some ways place the individual in jeopardy, despite deliberate attempts by the individual to remedy the situation. Behavior is an activity of an individual due to his/her interaction with the environment. It is the function of hereditary and environment. It is also the way an individual reacts or responds to a situation within his or her environment. These activities of an organism regarded as behavior can be overt or covert (observable or hidden). Overt behavior, are those behavior one can observe as one records the frequency of its occurrence while covert behaviors, are the internal activities of an organism that is not open to public perception. It is not readily available for objective measurement by a second person. However, it can be measured by self-observation or self-report. Such behaviors are feelings like smoking, drinking, suicidal tendency, (Obibuba, 2020).

Sharma (2018) opined that behavior is the mirror in which everyone shows their image. That behavior of a human being is determined by four primary factors namely, biological factors which mean how people interact with each other, cultural factors as regards the culture they belong to and the situational factors and the environmental challenges they face. Behaviors are strongly inflected by the interpersonal relationship. Human behavior can be common, unusual acceptable and unacceptable of behavior using social norm and regulate behavior by means of social control. According to moral values, human behavior may also depend on the common, usual, acceptable or unacceptable behavior to others. Some of the behavior or reaction of public towards certain conditions or situations sometimes hinder their learning and that of other students and even prevent the teacher from achieving his or her set goal. Moreover, modification literally means a process of improving upon the quality or performance of anything.

The history of behavior modification as a counseling technique is traceable to the work of Watson (1878-1959) who formulated the concept of methodological behaviorism which emphasized that it is only the measurable aspects of behavior that should be studied, Bolarin & Badejo (1998). Akinade and Adedipe (1994) described Watson, as 'Father of Behaviorism or Founder of Behavior Modification whose work laid the foundation for the use of scientific inquiry in studying human behavior. Akinboye (1978) had observed that behavior modification in one form or the other is as old as man. This is so as a homo sapiens, as a social animal, has always attempted to influence his fellow human beings such as his spouses, children, friends and others.

Counseling as a stream of helping processes use varieties of approaches with scientific backgrounds in treating maladaptive behavior of clients across age bracket. In behavior modification, counselors use series of approaches in increasing desired behavior or cause a reduction of the undesired behavior. These approaches as provided by Okoli (2002) include:

| Methods of increasing Behavior | Methods of decreasing behavior |
|---------------------------------------|---------------------------------------|
| Positive reinforcement | Extinction |
| Negative reinforcement | Stimulus change |
| Shaping | Punishment |
| Modeling | Reprimands |
| Stimulus control | Response cost |
| Fading | Time out |
| Premack principle | Overcorrection, satiation, |

Each of these methods can be used independently or combined in treating clients who may seek an increase or decrease in particular behavior tendencies. These approaches can be used directly or indirectly. Behavior modification tends to focus upon the systematic alleviation of the physical and social aspects of the environment, which elicit or maintain the behavior to be changed, Okoli (2002). In the use of any of the modification techniques for example, modeling, can be applied by practice while reprimands can be verbal or through direct discussions with the client.

Pupils and students exhibit several maladaptive behaviors such as covetousness, truancy and drug abuse that can be resolved through behavior modification. Covetousness for example, is a common maladaptive behavior common in children particularly those within the childhood ages 6-12 years. Onyisni (2021) defined covetousness as having or showing a great desire to possess something belonging to someone else. Children must learn that they cannot have what is not theirs and that they should be content with what they have. If parents can nip this problem in the bud when a child is growing, it might be easier to avoid it as he or she gets older. A child might not understand why the 10th commandment in the Bible states that one should not covet, so you need to help the child understand, simply telling the child not to desire something so much that they are willing to take it away from the person who own it, would go a long way in making the child understand what covetousness means.

Adebayo (2019) insists that talking to children about what he or she wants and will help the child decide if that desired item is something he or she really needs. One way to combat covetousness is to make a child to be content with what he or she has. Making a child appreciate what he has could also help in dealing with covetousness. Ask the child how many things he or she needs, challenge him or her to start counting the number of toys, biscuits, books, he or she has. Ask the child what he thinks children feel when they don't have what he or she has. Also ask the child if he or she thinks that sharing what he has would help another child?. The child might not understand your point immediately but the more you interact with him in his or her own. Oryiakor (2021) pointed out that one way to tackle covetousness is to teach children the importance of the word 'thank you'. The child must learn to be appreciative, talk about why thankfulness is the best option, no matter what another child gets. Help a child to see things you cannot buy for him or her such as love, happiness and spend time with people he or she cares about and let him realize that companionship is more valuable than things that can get stolen, broken or consumed. Parents/teachers must also learn not to grumble about things they cannot or do not have in the presence of their children. Children tend to imitate their parents, try to grumble in private or even better swallow the envy. Do not be jealous in the presence of your children else they copy your behavior.

A case study was conducted in a public school on Felix, a seven year old boy who often took something that is not his. Mr Paul being his social studies teacher observed his covetous behavior and decided to draw him close to himself when he appeared in school. First he promised

to give him a joke if he is contended with what he has and the teacher gave him a joke to laugh with and he taught him to say thank you for any reward given to him. After about three weeks of such shaping, Felix exhibited a normal frequency not to be covetous again. Bolarin & Badejo (1998) cited how Igborgbor applied reality therapy in the treatment of school truancy; the program was divided into three sections as follows:

- I. Counselor involvement and subjects' motivation (session 1&2)
- II. Value judgment and choice (sessions 4&5)
- III. Problem solving (sessions 6&7).

For session 3, subjects were urged to commit themselves to definite courses of action.

Behavior modification is a procedure used psychologically to control, prevent or cure problems of human behavior. Behavior modification techniques have been applied successfully in a wide variety of settings and with many types of behavior and populations. They have been used to reduce covetousness among students, improve classroom conduct, train developmentally covetous children in self-help skills reduce substance abuse, improve work productivity and safety. Behavior modification has been used by many authorities in modifying undesirable behaviors and was found successful and effective. Teachers perception on the use of behavior modification techniques in reducing covetousness was also found to be positive.

Purpose of the Study

The purpose of this study was to investigate, Teachers' perception of the use of behavior modification techniques in reducing covetousness among primary school pupils in Ojo Local Government Education Authority of Lagos State, Nigeria'.

Hypotheses

1. There is no significant relationship between male and female teacher's perception in use of behavior modification techniques in the classroom.
2. There is no significant relationship between materials and non-materials motivation and behavior modification among pupils in Ojo Local Government Education Authority of Lagos State.

Methodology

Research Design

The approach that was used in the execution of this study is the qualitative survey design as used by Uwalem (2018) and Davenzo (2015). This study research design used the qualitative research method. This includes cross-sectional micro primary data obtained through questionnaire, focus group discussion (FGD) and key-informant interview to elicit responses from the respondents in the study area.

Area of the Study

The study was carried out in Lagos State using five selected primary school from Ojo Local Government Education Authority of Lagos State.

Population of the Study

The population of the study consisted of primary school teachers selected randomly from Ojo Local Government Education Authority of Lagos State.

Sample and Sampling Techniques

Following studies by Oshinowo (2016), Daniel (2017) and Ezekweche (2018), the study selected a sample size of one hundred teachers in five primary schools with twenty teachers each from each selected schools. The stratified random sampling technique was used to select the respondents from different strata.

Instrument for Data Collection

A self-structured questionnaire was used for the purpose of this study. Teacher's perception of and effectiveness of the use of behavior modification techniques in reducing (maladaptive behavior (TPMMTRMB) was used. It was made up of two phases. Phase one contain section "A" and "B". Section "A" contain personal information about the respondents and section "B" was made up of items designed to find out the teachers' perception of the use of behavior modification techniques in reducing maladaptive behaviors (covetousness, truancy, drug abuse) among school students. All the items in section "B" were structured on a four rating scale of strongly agree, agree, disagree and strongly disagree. However, phase two of the questionnaire contained the evaluation of the various behavioral modification techniques employed by the respondents to curb covetousness among the pupils. All the parts in this phase were structured into the following: very often, often, occasionally and never.

Validity of the Instrument Used

The face validity of the instrument was determined by three experts in educational research for vetting corrections were made and approval was given, thereby, making the instrument valid.

Reliability of the Instrument

The reliability of the instrument was established through one week interval test re-test co-efficient of reliability with 0.82. The reliability co-efficient was considered high enough and suitable for use in the study.

Method of Data Collection

The study used focus group discussion, key informant interview and questionnaire to elicit information from the respondents.

Method of Data Analysis

The study used descriptive statistics to address the research questions raised in this study. Based on the nature of the study, the mean score of 2.50 and above was accepted while a value below 2.50 was rejected. Standard deviation was used to answer research questions while independent t-test was used to test the hypothesis.

Results and Discussion

Table 1: Respondents distribution by Gender

| Gender | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Female | 63 | 63% |
| Male | 37 | 37% |
| Total | 100 | 100% |

Of the total one hundred (100) respondents, thirty seven (37) representing 37% were male teacher while sixty-three (63) representing 63% were female teachers.

Table 2: Respondents Distribution by level

| Level | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Senior Teachers | 65 | 65% |
| Junior Teachers | 35 | 35% |

| | | |
|--------------|------------|-------------|
| Total | 100 | 100% |
|--------------|------------|-------------|

Of the total one hundred (100) respondents sixty-five (65) representing 65% were senior teacher while thirty five (35) representing 35% were junior teacher.

Table 3: Respondents Distribution by Religion

| Religion | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Christianity | 54 | 54% |
| Islam | 41 | 41% |
| Others | 05 | 05% |
| Total | 100 | 100% |

Of the total one hundred (100) respondents fifty-four (54) representing 54% were Christians, forty-one (41) representing 41% were Muslim and five (05) representing 05% were from others religions.

Table 4: Respondents Distribution by Ethnic Group

| Ethnic Group | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Yoruba | 40 | 40% |
| Igbo | 37 | 37% |
| Hausa | 15 | 15% |
| Others | 08 | 08% |
| Total | 100 | 100% |

Of the total one hundred (100) respondents forty (40) representing 40% were Yorubas, fifteen (15) representing 15% were Hausa eight (08) representing 08% were from other ethnic groups.

Hypotheses One

There is no significant relationship between male and female teachers' perception in use of behavior modification techniques in the classroom.

Chi-square analysis on relationship between male and female teachers' perception in use of behavior modification techniques in the classroom.

| Options | Responses | X ² cal | Table Value | Df | Remark |
|--------------|------------|--------------------|-------------|----|-------------|
| SA | 41 | 95.03 | 18.48 | 3 | Significant |
| A | 36 | | | | |
| D | 15 | | | | |
| D | 08 | | | | |
| Total | 100 | | | | |

$$X^2 = 95.03, \text{ critical/table value} = 18.48, \text{ df} = 3 \text{ P} < 0.05$$

The hypothesis one which states that there is no significant relationship between male and female teachers' perception in use of behavior modification techniques in the classroom was tested based on the results of analysis. The table indicates that the calculated chi-square value of 95.03 was greater than the critical/table value 18.48 at 0.05 level of significance. The hypothesis was therefore rejected, meaning was therefore rejected, meaning that there is significant relationship

between male and female teacher's perception in the use of behavior modification techniques in the classroom.

Hypothesis Two

There is no significant relationship between materials and non-materials motivation and behavior modification among pupils in Ojo Local Govnemrent Area of Lagos State.

Chi-square analysis on relationship between materials and non-materials motivation and behavior modification among pupils in Ojo Local Govnemrent Area of Lagos State.

| Options | Responses | X ² cal | Table Value | Df | Remark |
|--------------|------------|--------------------|-------------|----|-------------|
| SA | 52 | 101.02 | 18.48 | 3 | Significant |
| A | 42 | | | | |
| D | 04 | | | | |
| D | 02 | | | | |
| Total | 100 | | | | |

$X^2 = 101.02$, critical/table value = 18.48, df = 3 $P < 0.05$

The hypothesis two which states that there is no significant relationship between materials and non-materials motivation and behavior modification among pupils in Ojo Local Government Education Authority of Lagos State was tested based on the results of analysis. The table indicates that the calculated chi-square value of 101.02 was greater than the critical/table value 18/48 at 0.05 level of significance. The hypothesis was therefore rejected meaning that there is significant relationship between material and non-materials motivation and behavior modification among pupils in Ojo Local Government Education Authority of Lagos State.

Discussion of Findings

Findings from the study confirmed that there is significant relationship between male and female teachers' perception in use of behavior modification techniques in the classroom. Adebayo (2019) observed that male and female teachers have a positive perception on the use of behavior modification techniques in the classroom. Uwaleni (2018) also observed that there is significant difference in the mean score of male and female teachers on the use of behavior modification techniques in the classroom.

There is significant relationship between materials and non-materials motivation and behavior modification among pupils in Ojo Local Government education authority of Lagos State. Oshinowo (2018) observed that there is a great relationship between materials and non-materials motivation and behavior modification among pupils in school. Oryiakor (2021) also observed that materials and non-materials boost behavior modification among pupils in school.

Conclusion

Based on the findings of this study, it was revealed that;

- There is significant relationship between male and female teachers' perception in the use of behavior modification techniques in the classroom.
- There is significant relationship between matinees and non-materials motivation and behavior modification among pupils in Ojo Local government Area of Lagos State.

Recommendations

Based on the conclusion of the study, it is therefore recommended that;

1. Government through the ministry of Education in the state should employ more counselors in the school system to provide counseling services to pupils and individuals who need psycho social counseling services.
2. School counselors should form time to time organize teachers' forum to re-educate teachers on the relevance of using behavior modification techniques in modifying pupils' maladaptive behaviors.
3. Teachers should endeavor to apply the behavior modification techniques in everyday teaching to bring about desirable changes in the behavior of the pupils.
4. School authorities should reward good and positive behaviors of pupils with material and non material reinforcers repeatedly.
5. Pupils should be encouraged to see counselors when they have difficulties over issues in their lives.

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