EFFECTIVENESS OF BEHAVIOUR MODIFICATION AND STUDENTS' MOTIVATION AS STRATEGIES USED BY TEACHERS IN MANAGING STUDENTS' CLASSROOM MISBEHAVIOUR IN PUBLIC SECONDARY SCHOOLS

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Abstract

The main purpose of this study was to investigate the effectiveness of behaviour modification and students' motivation as strategies used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 005 level of significance. A descriptive survey research design was adopted for the study. The population consisted of all the 5,369 teachers in the 268 public secondary schools in the six education zone in Anambra State. A sample of 378 was drawn using multistage sampling technique and simple random sampling. Data were collected using two instruments ""Behaviour Modification and Students Motivation Strategies Questionnaire" (TMSQ) and the second instrument was titled "Classroom Management Questionnaire" (BMSMSQ). The instruments were validated by three experts who are lecturers in the faculty of Education, Chukwemeka Odumuegwu Ojukwu University, Igbariam Campus. For internal consistency, reliability indices of 0.78 and 0.81 were obtained for the two sections of BMSMSQ with and overall reliability index of 0.81 while 0.81 was obtained for CMQ using Cronbach's alpha methods. The method of analyses used for the study were mean and standard deviation for answering the research questions and Pearson Product Correlation Coefficient (PPMC) was used in testing the hypotheses at 0.05 significance level. The findings revealed among others that behaviour modification and students' motivation are effective strategies used by teachers for managing students' classroom misbehaviours in public secondary schools in Anambra State. The study recommended among others that principals of secondary schools should encourage teachers to consistently implement behaviour modification strategies, like positive reinforcement and constructive feedback, to address classroom misbehaviour effectively.

Keywords: Behaviour Modification, Students' Motivation, Classroom Misbehaviour, Managing

Introduction

Classroom misbehaviour is defined as behaviour that is considered inappropriate for the setting or situation in which it occurs. It is also regarded as disruptive behaviour that breaks the rules or violates the implicit norms or expectations of classroom behaviour, which tends to require

teacher's intervention, such misbehaviour includes truancy, violence, disruptive talking, chronic avoidance of work, harassing classmates and rudeness to teachers among others. . Meyers (2016) classified student classroom misbehaviour as being overt (open and observable behaviours like students talking during class, using cell phones, eating or drinking) or covert (passive behaviours like sleeping during class, coming late, leaving class early, acting bored and disengaged). In the context of this study, **classroom misbehaviour** refers to any action or behavior by students that disrupts the teaching and learning process, violates classroom rules, or interferes with the orderly environment of the class.

Classroom misbehavior has become a pressing issue in Anambra State, particularly in public secondary schools. Various forms of classroom misbehaviour have been reported, posing significant challenges to maintaining an effective learning environment. Akosubo-Ogori and Nweke (2019) reported that a notable concern is disrespect towards teachers, where students exhibit rudeness, argue with educators, and disregard instructions. Such behavior erodes teacher authority and creates a hostile classroom atmosphere, making effective teaching difficult. This disrespect often stems from a lack of discipline at home, peer influence, or weak enforcement of school rules. Another prevalent issue regarding classroom misbehaviour in public secondary schools is disruptive conversations, including talking out of turn and making inappropriate comments (Okafor, 2022). These disturbances distract both teachers and students, slowing the pace of lessons and reducing learning outcomes. When left unchecked, minor disruptions can escalate into more severe behavioural problems. It is therefore imperative that strategies are put in place to mitigate classroom misbehaviour. Okafor, (2022) averred that the strategies that could be used to curb or control classroom misbehaviours in the classroom are many. Pitan and Aremu (2018) stated that these strategies include approaches aimed at enhancing teaching and learning experiences. some of these strategies include proper classroom organization, discipline, seating arrangements, behavioural modification, motivation, structured instructional procedures, interactive communication (both verbal and non-verbal), participatory and feedback-oriented learning, and the use of motivational and reinforcement techniques. For this study, the researcher will focus on behavioural modification and students' motivation strategies.

Behaviour modification is the same as behaviour therapy or behavioural therapy. Behaviour modification differs from other philosophies and methods, in that it focuses only on the observable and measurable, as opposed to methods such as psychoanalysis (which focuses on the underlying causes of certain behaviour). Mather and Goldstein (2019) stated that behaviour modification assumes that observable and measurable behaviours are good targets for change, that all behaviours follow a set of consistent rules which have to appropriate applied to ensure success at the modification process. Pitan and Aremu (2018) said that there are now many modern methods of modifying human behaviours scientifically, noting that individuals have the capacity to change their cognitive, behavioural and emotive processes successfully. Obi et al. (2018) opined that behaviour modification methods which can be used to increase the likelihood of a behaviour include self-monitoring, praise and approval, token economy, shaping and positive programming. Those that can decrease a behaviour frequency of occurrence include extinction, self-monitoring, shaping and re-enforcement of incompatible behaviour. Behaviour modification strategy is a

powerful tool for bringing out positive change in human behaviour in order to facilitate good and conducive learning atmosphere in the school system. Just like behavioural modification, students' motivation is another strategy.

Students' motivation is chiefly required as a strategy for teachers to manage classroom misbehaviour without motivation, most people will not strive to achieve nor would they care of anyone notices their underachievement. Students are no different as they require more motivation than can be fathomed. Motivation forms a key part of their ability to maintain zeal in an aspect of study or re-creation. Greezy et al. (2021) explained that the use of incentives in behavioural interventions has become increasingly popular, often evidenced in provision of financial incentives, gifts, prizes and the sort for increased school grades, school attendance and outstanding behaviour. Money (extrinsic) incentives from classroom teacher might change how tasks are presented by those to whom the task are presented, although a simple pat on the back or expression of thanks would have done the magic. Thus if incentives are not large enough, the change in perception might lead to effects on behaviour which are undesired (Gneezy et al., 2021). In other instances, incentives might have desired effects in the short term, yet weakening intrinsic motivation, that is, without the incentives students might less eagerly seek their desired outcomes. While existing reports indicate that behavioural modification and students' motivation could help in managing classroom misbehaviour, there has been no empirical study conducted to specifically determine the effectiveness of these strategies used by teachers in managing classroom misbehaviours in public secondary schools in Anambra State. It is this gap in the literature that the present study intends to fill. It is against this background that the researcher investigated the effectiveness of behaviour modification and students' motivation as strategies used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State.

Statement of the Problem

Secondary education is an important level of education in Nigeria. This is because secondary schools serve as foundation for preparing students for higher education and equipping them with essential skills for meaningful living in society. However, the increasing prevalence of poor classroom behavior among students in public secondary schools in Anambra State poses a significant challenge to achieving the objectives of secondary education. Student misbehaviour disrupts the learning environment, diminishes academic performance, and undermines student engagement. Common instances of misbehaviour include acts of disrespect toward teachers, such as talking back, refusing to follow instructions, and engaging in disruptive conversations during lessons. Other issues, such as loitering during class hours, fighting among peers, and involvement in examination malpractice, further contribute to a negative atmosphere within schools (Okafor, 2022). These behaviours not only affect the quality of education but also strain relationships between students, educators, and administrators. In response to these challenges, disciplinary measures such as suspension and expulsion are often employed. While these actions may temporarily address individual cases of misbehavior, they fail to provide long-term solutions. Expelled students are frequently left without access to education or positive guidance, increasing their vulnerability to social vices and criminal activities. This trend exacerbates broader societal

issues, including rising crime rates in Anambra State, and jeopardizes efforts to develop responsible, law-abiding citizens. It is against this background that the researcher investigated the effectiveness of behaviour modification and students' motivation as strategies used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of this study was to investigate the effectiveness of behaviour modification and students' motivation as strategies used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the effectiveness of behaviour modification as a strategy used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State

2. ascertain the effectiveness of students' motivation as a strategy used by teachers in managing students' classroom misbehaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study;

1. To what extent is behaviour modification techniques used by teachers as an effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State?

2. To what extent is students' motivation used by teachers as an effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance.

1. Behaviour modification technique is not significantly used by teachers as an effective strategy for managing student's classroom misbehaviour in public secondary schools in Anambra State.

2. Students' motivation is not significantly used by teachers as an effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State.

Methodology

This study adopted a descriptive design. The design is considered suitable for this study since it will collect data through a questionnaire from teachers in public secondary schools in Anambra State. The study was carried out in Anambra State. The population of this study comprised all the 5,369 teachers in the 268 public secondary schools in the six education zone in Anambra State, Nigeria. Taro Yamane's formula was used to determine the sample size of 378 teachers for this study. These represent 7% of the total number of teachers in the State. Multistage random sampling was used to select the samples. First of all, the researcher narrowed down the sample by applying random sampling to select three (3) education zones from the six education zones. Selected education zones include Ogidi, Nnewi and Awka zone. Secondly, randomly selected two (2) local government areas from each of the three (3) selected education zones, which are Ogidi zone: Idemili north and Idemili south LGA, Nnewi zone: Nnewi south and Ihiala LGA, Awka zone: Aniocha and Awka south LGA. Then proportionate stratified sampling was used to get the number of schools to be sampled in each local government area, this was done by dividing the total number of school (18) by the six selected LGAs and the outcome was 3 schools from each local government area. Finally, simple random sampling was used to get the exact schools and all the teachers in those schools become the sample of the study.

Two structured instruments by the researcher were used for data collection. The first instrument was titled "Behaviour Modification and Students Motivation Strategies questionnaire" (BMSMSQ) and the second instrument was titled "Classroom Misbehaviour Questionnaire" (CMQ). The first instruments contained two Sections, Section A which consists/ the bio data of the respondent like name of school, location of school, gender of respondents and years of experience while Section B of the instrument contains 20 items arranged in two clusters, A-B. Cluster A contains 10 items on behavioural modification and Cluster B contains 10 items on students' motivation. The instrument is structured on a four point rating scale of Very Effective (VE), Effective (E), Ineffective (IE), and Very Ineffective (VIE). The Classroom Misbehaviour Questionnaire" (CMQ) contains 10 items on classroom behaviours. Both instruments were structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

The instruments were validated by subjecting them to proper scrutiny by two experts in Educational Management and one expert in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Oduemegwu Ojukwu University, Igbariam Campus. They subjected the instruments to rigorous scrutiny, considering the purpose of the study, research questions and hypotheses that were given to them by the researcher. To establish the reliability of the instrument, Cronbach Alpha coefficient was used. This was to measure the internal consistency of items in each cluster of the instrument. To do this, 20 copies of the BMSMSQ and CMQ were administered to twenty (20) teachers in two public secondary schools in Enugu State. Enugu State was chosen for reliability test because both States have similar educational structure. The researcher administered the instrument to the teachers and retrieved them after two days. The responses were scored and analyzed using the Cronbach Alpha

method. The reliability yielded co-efficient of 0.78 for behaviour modification and 0.81 for motivation with an overall reliability co-efficient of 0.80. The reliability of coefficient showed a value of .81 for CMQ.

The copies of the questionnaire were administered to the respondents by the researcher with the help of three research assistants who were briefed on how to administer and retrieve the questionnaire. Direct delivery and retrieval system was employed. At the end of the exercise, 17 (4.50%) copies were lost or not properly filled and could not be used for the analysis. Only 361 out of 378 copies were properly filled and retrieved and thus were used for data analysis. The return rate was approximately 95.50% of the sample which the researcher considered satisfactory for the study. The method of analysis used for the study is mean and standard deviation for answering the research questions at 2.5 mean benchmark while the significance of the hypotheses was determined using paired t-test statistics at $p > .05$ level of significance. In analyzing the research questions, any item with mean value between 2.50 and above is considered effective while any item with mean value below 2.50 was regarded as ineffective. P-value was used for comparison. Where P-value was less than the stipulated level of significance (.05), the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated P-value was greater than the stipulated level of significance (.05). All analysis was done using Statistical Package for Social Science (SPSS), version 23.

Results

Research Question One:

To what extent is behaviour modification techniques used by teachers as an effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State?

Table 1:

Mean Ratings of Teachers on Effectiveness of Behaviour Modification Techniques as Strategy for Managing Students' Misbehaviour in Public Secondary Schools in Anambra State   (N=361)

S/N	Item Statements	Mean	SD	Remark
1.	Observe my students' behaviours	3.18	0.78	Effective
2.	Pair a well behaved student with a student with inappropriate behaviour	3.40	0.83	Effective
3.	Review students' records	3.22	0.76	Effective
4.	Discourage students' misbehaviours	3.19	0.75	Effective

5.	Follow up on misbehaved students to find out if modeling intervention was successful	3.25	0.81	Effective
6	Label my students negatively	2.54	0.70	Effective
7	Involve parental intervention	3.33	0.86	Effective
8	Compare the frequency of misbehaviour occurrence with that of the peers	2.88	0.74	Effective
9	Observe the intensity of the undesired behaviour	2.76	0.85	Effective
10	Observe the rate at which the misbehaved student is able to learn new behaviour	3.05	0.80	Effective
	Cluster Mean	**3.08**	**0.79**	**Effective**

Analysis on Table 1 showed the effectiveness of behaviour modification techniques used by teachers as strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State. Data in Table 1 showed that the respondents rated items 1-10 on behaviour modification techniques with mean ratings ranging between 2.54 and 3.40 as effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State. The standard deviation scores ranging between 0.70 and 0.86 showed that the respondents' opinions were close. The cluster mean of 3.08 indicated that behaviour modification techniques is an effective strategy used by teachers for managing students' classroom misbehaviour in public secondary schools in Anambra State.

Research Question Two

To what extent is students' motivation an effective strategy used by teachers for managing student's classroom misbehaviour in public secondary schools in Anambra State?

Table 2: Mean Ratings of Teachers on Effectiveness of Students motivation Strategy in Managing Students' Misbehaviour in Public Secondary Schools in Anambra State (N=361)

S/N	Item Statements	Mean	SD	Remark
11.	Praise any student who gets answers to questions openly	3.23	0.82	Effective
12.	Give items to any student who performs well	3.49	0.76	Effective
13.	Call my students personally when they are absent from school	3.29	0.83	Effective

14.	Recommend well behaved students for recognition in school	3.22	0.91	Effective
15.	Use humour to stimulate students' interest	3.50	0.77	Effective
16.	Use humour to reduce tension	3.58	0.87	Effective
17	Give well behaved students special gift during end of term	3.64	0.92	Effective
18	Show students respect	3.17	0.74	Effective
19	Use verbal comments to encourage students who are behaving properly	3.20	0.84	Effective
20.	Employ other students to clap for students who answer questions correctly	3.37	0.92	Effective
	Cluster Mean	**3.37**	**0.84**	**Effective**

Analysis on Table 2 showed the effectiveness of students' motivation strategy used by teachers as strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State. Data in Table 2 showed that the respondents rated items 11-20 on students' motivation strategy with mean ratings ranging between 3.17 and 3.64 as effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State. The standard deviation scores ranging between 0.74 and 0.92 showed that the respondents' opinions were close. The cluster mean of 3.37 indicated that students' motivation is an effective strategy used by teachers for managing students' classroom misbehaviour in public secondary schools in Anambra State.

Hypothesis One: Behaviour modification is not significantly used by teachers as an effective strategy for managing student's classroom misbehaviour in public secondary schools in Anambra State.

Table 3: Test of Significance of Behaviour Modification (BM) as Effective Strategy used by Teachers for Managing Students' Classroom Misbehaviour (SCM) in Public Secondary Schools in Anambra State

Variables	N	Mean	std. dev.	t-value	Df	sig. (2-tailed		Decision
BM– SCM	361	3.23	0.856	12.564	360	.000		Significant

significant at p < .05

Data in Table 3 showed the paired sample t-test of teachers on the significance of behaviour modification (BM) in managing Students' Classroom Misbehaviour (SCM) in public secondary

schools Anambra State. The result showed that the p-value of .000 is less than 0.05 level of significance which means that behaviour modification techniques used by teachers is significantly effective in managing students' misbehaviour in public secondary schools in Anambra State. Based on this result, the null hypothesis was not accepted. This means that behaviour modification techniques used by teachers is significantly effective in managing students' misbehaviour in public secondary schools in Anambra State.

Hypothesis Two: Students Motivation strategy used by secondary school teachers is not significantly effective in managing students' Anambra in Anambra State public secondary schools.

Table 4: Test of Significance of Students Motivation Strategy (SMS) as Effective Strategy used by Teachers for Managing Students' Classroom Misbehaviour (SCM) in Public Secondary Schools in Anambra State

Variables	N	Mean	std. dev.	t-value	Df	sig. tailed	(2-	Decision
SMS– SCM	361	3.45	0.765	18.224	360	.000		Significant

significant at p < .05

Data in Table 4 showed the paired sample t-test of teachers on the significance of Students' Motivation Strategy (SMS) in managing Students' Classroom Misbehaviour (SCM) in public secondary schools Anambra State. The result showed that the p-value of .000 is less than 0.05 level of significance which means that students' motivation strategy used by teachers is significantly effective in managing students' misbehaviour in public secondary schools in Anambra State. Based on this result, the null hypothesis was not accepted. This means that students' motivation strategy used by teachers is significantly effective in managing students' misbehaviour in public secondary schools in Anambra State.

Discussion of Findings

The study showed that behaviour modification strategy used by teachers is an effective strategy for managing students' classroom misbehaviour in public secondary schools in Anambra State is effective. Behaviour modification strategy is a powerful tool for bringing out positive change in human behaviour in order to facilitate good and conducive learning atmosphere in the school system. Behaviour modification is crucial to the wellbeing of the learners. This finding is in line with Mather and Goldstein (2019) who had it that behaviour modification assumes that observable and measurable behaviours are good targets for change, that all behaviours follow a set of consistent rules which have to be appropriately applied to ensure success at the modification process. The findings of this present study also agrees with the findings of Ashu et al. (2020) who found that behaviour modification is a very effective strategy used by teachers in managing classroom misbehaviours. Similarly, the finding is also in consonance with the finding of Hussien

(2018) who reported that behaviour modification is a very powerful tool for managing students' classroom misbehaviour. In the same vein, the study showed that the use of behaviour modification strategy by secondary school teachers is significantly effective in managing students' classroom misbehaviour in public secondary schools in Anambra State.

The study revealed that the students' motivation strategy is an effective strategy used by teachers for managing students' classroom misbehaviour in public secondary schools in Anambra State. This is natural because motivation forms a key part of learners' ability to maintain zeal in an aspect of study or re-creation. Motivation is fertilized by interest in the activity that produces the mental satisfaction. The finding of this study is in tandem with Oguejiofor et al (2021) who reported that motivating students either through praise or gifts has a positive impact on their classroom behaviour and performance. The finding of this study on the effectiveness of student motivation is not a surprise to the researcher, indeed, when students are praised either by giving them a round of applaud when they answer questions correctly or when they behave well in the class, it goes a long way in giving such student a sense of self- worth. Invariably, the student would desire to do better. Sometime a little gift or recognition like the whole class singing for a student on his or her birthday could go a long way in shaping the behaviour of such student no matter how stubborn such student may be. Moreover, the finding is also in line with Gneezy et al (2021) who emphasized that if incentives are not large enough, the change in perception might lead to effects on behaviour which are undesired. In the same vein, Brophy (2015) noted that students exhibit positive behaviours when teachers react with "reinforcers" which motivate students to continue displaying such behaviours. In essence, praise is a tool used by teachers to increase students' intrinsic motivation to enact positive behaviours. When student behaviours are praised by the teacher, those behaviours are associated with positive outcomes and the motivation to exhibit those behaviours increases. Also, the study revealed that the use of motivation strategy by secondary school teachers is significantly effective in managing students' classroom misbehaviour in public secondary schools in Anambra State.

Conclusion

The findings of this study have demonstrated that behavior modification strategies employed by teachers are effective in managing students' classroom misbehavior in public secondary schools in Anambra State. These strategies have proven to be impactful in addressing and reducing disruptive behaviors, thereby creating a more conducive learning environment. Additionally, the study revealed that motivation strategies used by teachers are also effective in managing students' classroom misbehavior. Both behavior modification and student motivation strategies are valuable tools for teachers in promoting discipline and positive behavior among students. Their effective implementation can enhance the overall educational experience and support the attainment of the objectives of secondary education in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Principals of secondary schools should encourage teachers to consistently implement behaviour modification strategies, such as positive reinforcement and constructive feedback, to address classroom misbehaviour effectively. Regular training sessions on these techniques should be organized for teachers.

2. Principals of secondary schools should establish systems that encourage teachers to use motivation strategies, including rewards, recognition, and incentives, to foster positive student behaviour and engagement in their schools.

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