

**EFFECTS OF TOKEN ECONOMY AND TIME-OUT COUNSELLING  
TECHNIQUES ON DISRUPTIVE CLASSROOM COMMUNICATION  
BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN ZARIA  
METROPOLIS**

**BY**

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**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA**

**OCTOBER, 2016**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
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**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA**

**OCTOBER, 2016**

## DECLARATION

The researcher hereby declare that this thesis entitled “Effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour among Secondary School Students in Zaria Metropolis” is entirely the result of my independent investigation in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria under the supervision of Prof.R.M. Bello, Prof.D.A.Oliagba and Dr. M. I.Abdullahi. The researcher also declare that to the best of my knowledge, the information has not been presented partially or in whole for another degree or for publication at any University. All sources of information are specifically acknowledged by means of references.

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**Esther AdebimpeOGUNWOLE**

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**Date**

### CERTIFICATION

This thesis entitled “Effects of Token Economy And Time-out Counselling Techniques On Disruptive Classroom Communication Behaviour Among Secondary School Students In Zaria Metropolis” by Esther AdebimpeOGUNWOLE meets the regulations governing the award of the degree of Doctor of Philosophy (Educational Guidance and Counselling) of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This thesis is dedicated to my children: Ifeoluwapo, Bolatito and Mosope who endured with mummy while the programme lasted. Children you all are wonderful.

## ACKNOWLEDGEMENTS

Big thanks to God Almighty for the enablement to complete this programme. I am grateful to God for good health, favour and the supply of resources for the commencement and the completion of this programme. This work would not have been a success without the ameliorate efforts of so many wonderful persons whose names are too numerous to mention here due to space, to all of you, “I lift my hat to say thanks”. Nevertheless, it will be an act of ingratitude if the researcher failed to give kudos to the following great people whose contributions made this work a reality.

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### **ABSTRACT**

The study focused on determining the Effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour among Secondary School Students in Zaria Metropolis. The study employed a quasi-experimental pre-test, post-test-Control group design. The purposive sampling technique was used to select three private Secondary Schools in both Zaria and Giwa LGAs, while thirty-six Students were also purposively selected to participate in the study during the Third Term of 2014/2015 academic session. Paired sample t-test and ANCOVA were used in testing the hypotheses. Four of the hypotheses 1, 2, 3 and 5 were rejected while hypothesis 4 was retained. The result of hypothesis one revealed that Token Economy Counselling Technique has significant effect in reducing Disruptive Classroom Communication Behaviour of Secondary School Students ( $p\text{-value } 0.000 < 0.05$ ). The result of hypothesis two showed a  $p\text{-value}$  of  $0.000 < 0.05$  indicating that Time-out Counselling Technique has significant effect in reducing Disruptive Classroom Communication Behaviour. The result of hypothesis three revealed that the hypothesis was rejected and showed both techniques did not significantly differ in their effects ( $p\text{-value } 0.000 < 0.05$ ) on Disruptive Classroom Communication Behaviour. Also the result of Hypothesis four was retained at a  $p\text{-value } 0.314 > 0.05$  because no significant differential effect of Token Economy Counselling Technique was observed on Disruptive Classroom Communication Behaviour between male and female Secondary School Students. It was recommended amongst others that School Counsellors could use both Counselling Techniques collectively in managing Disruptive Classroom Communication Behaviour among Secondary School Students.

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## OPERATIONAL DEFINITION OF TERMS

The following are terms operationally defined as:

**Disruptive Classroom Communication Behaviour-** is the exhibition of non-permitted communication which are both verbal and non-verbal behaviours that interfere with effective teaching and learning process during class instruction.

**Token Economy Counselling Technique-** is a counselling procedure that involves the use of tokens such as card, points, stickers and so on to facilitate the target behaviour such as a raise of hand as a sign that the student want to say something or needs the teacher's permission during class instruction, these tokens can be exchanged or traded (economy) for something more tangible.

**Time out Counselling Technique-** is a counselling procedure which involves the prevention of a disrupting student from enjoying some privileges such as sitting comfortably on his or her seat during class instruction at a given point in time in order to correct the exhibition of disruptive classroom communication behaviour.



## **ABBREVIATIONS**

These are the abbreviations adopted for the purpose of this study:

- DCCB** - Disruptive Classroom Communication Behaviour
- TECT** - Token Economy Counselling Technique
- TOCT** - Time-out Counselling Technique
- CG** - Control group
- DCCBRS** - Disruptive Classroom Communication Behaviour Rating Scale

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Classroom orderliness has been one of the vital ingredients that ensure smooth communication between classroom teachers and their students but it seems the classroom is rapidly shifting into a volatile environment. Ideally, it is essential to the learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the teacher and the general goals of academic freedom are maintained (Brodkin, 2012). Most often some teachers may find it so challenging to provide effective instruction because of Disruptive Classroom Communication Behaviour of some students which could be traced to the background and the personality of the students, the person and the methods of teaching employed by the teachers and also the environment of the classroom.. Subsequently, the exhibitions of Disruptive Classroom Communication Behaviour by students is met with several and different forms of punishments by the teachers and sometimes the school administrators. These forms of punishments given to students over the years(Giwa Zonal Educational Office2014) had not yielded much significant effect and the continuous exhibition of Disruptive Classroom Communication Behaviour by students despite all these forms of punishment also formed a major source of stress for the teachers.

Disruptive Classroom Communication Behaviour is any form of communicable behaviour whether verbal or and non-verbal which are frequently exhibited by a student or a group of students and which are capable of interrupting the teaching-learning process. Disruptive Classroom Communication Behaviour are in opposition to expected and acceptable classroom behaviour which requires student(s) to be quiet, respectful and obedient to school or class authority. FRN (2004) stated that, students should be

taught respect for the worth and dignity of individuals. Instead of maintaining a quiet atmosphere and paying rapt attention to class instructions, some students may be seen mimicking the teacher, writing notes on a piece of paper and passing on such paper to the student sitting close to them. Moreover, they may engage in verbal talk to other students or whispering, calling on the teacher for not too important or urgent reason, contribute to class discussion without being given the floor by the teacher or may blurt out information without being told to do so by the teacher. Informed observations and records from School Disciplinary Committee's reports have proved the existence of these Disruptive Classroom Communication in Nigerian schools (Ministry of Education, Kaduna, 2014).

Sometimes, some of these students may even sit at the back of the classroom and be engrossed in their own talk unmindful of the presence of a teacher in the class. This entire scenario confirm the single common request for assistance from teachers on issues related to Disruptive Classroom Communication Behaviour and management (Rose & Gallup, 2005). More so, some Educators have described challenging behaviour of students as a major concern in public schools for over 40 years (Walker, Ramsey & Gresham, Kern, White & Gresham cited in Browne, 2013). When and where a student does not put others into consideration and begin to exhibit disruptive classroom communication behaviour in a class is a behavioural problem that begs for counselling intervention.

In view of the fact that the objective of FRN, 2004 on students' behaviour is that of respect for the worth and dignity of individuals, one may deduced that there is a clear definition of what behaviour should transpire in the classroom. Some of the expected and acceptable behaviours which students are to exhibit may be rapt attentiveness while the teacher isteaching, taking exit permit before leaving one's seat or the class, absolute

quietness unless the teacher asks a question, not disturbing fellow student either by verbal or non-verbal communication, respectful to teachers, respect the worth of fellow students, no whispering and avoiding all forms of distractions from the teacher's presentation. In line with this, many efforts have been put in place by the school authority and classroom teachers to maintain decorum in class. Efforts such as creating awareness of the expected classroom behaviour on the part of the students and educating the students on the consequences of disobeying schools and class' rules and regulations have been implemented.

In addition, student(s) who exhibit Disruptive Classroom Communication Behaviour may be punished in several ways such as to hold their lips, stand on their feet, kneel and raise their hands up above their shoulders, being caned by the teacher, fetch water, wash the toilets, cut grasses and so on. Notwithstanding all these forms of punishment, these behavioural problem is on the increase. Most time, as soon as a teacher finished asking the student(s) to observe a form of punishment for Disruptive Classroom Communication Behaviour, the same student(s) may be seen exhibiting another form of disruptive behaviour in the class again. Even when the teacher had made it clear that he or she has zero tolerance for Disruptive Classroom Communication Behaviour, many students still take pleasure in exhibiting such behaviour.

According to Gerald (2001), Disruptive Classroom Communication Behaviour may indicate a significant level of personal problem or distress on the part of the disrupter. Disruptive classroom communication behaviour is detrimental to the academic community as it interferes with the ability of the teachers to teach effectively and deter other students from benefiting maximally from class instruction. Also, teachers have reported feeling ill-equipped to assist students with the many challenges they present in the classroom (Ducharme & Shecter, 2011) leading to high stress levels and burnout

among teaching staff. Moreover, research findings have shown that school or classroom misbehaviour not only escalated with time but also lowered academic achievement and increased delinquent behaviour (Bryant, Schulenberg, Bachman, O'Malley & Johnson, 2000). Among the many other consequences of Disruptive Classroom Communication Behaviour is that it dissipates teacher's energy and other school resources from the educational mission to that of maintaining class discipline. More so, the researcher has been a classroom teacher and had observed the plight of teachers with respect to classroom disrupters. Hence the researcher asserts that Disruptive Classroom Communication Behaviour may deter both the disrupter and other students from achieving academic success.

From the aforementioned, it may seem the professional efforts of classroom teachers may not be yielding significant results in treating disruptive classroom communication behaviour hence the need for counselling intervention. This study therefore intends to use Token Economy and Time-Out counselling techniques in the treatment of Disruptive Classroom Communication Behaviour during class instruction.

Token Economy Counselling Technique is a behaviour modification technique that uses tangible reinforcers such as prizes, money or gift as systematic application of a reinforcement schedule. Token Economy is a form of classroom management in which students receive tokens at the exhibition of desired behaviour. These tokens are exchanged for something pleasurable (Elliot, Kratochwill, Cook and Travers, 2000). A Token Economy is a system of behaviour modification based on systematic reinforcement of target behaviour.

In the early 19<sup>th</sup> century, long before there was any knowledge about operant learning, there were some precursors of Token Economy in Schools and Prisons. In those systems, points are earned and then exchanged for many different items and privileges.

Only in the 1960s the first real Token economy arose in Psychiatric hospitals. Teodoro Ayllon, Nathan Azrim and Leonard Krasner were important pioneers in these early years. The very first Token Economy bearing that name was founded by Ayllon and Azrim in 1961 at Anna State Hospital in Illinois. In 1970s, the Token Economy came to a peak and became widespread. In 1977, a major study (a randomized controlled trial), still considered a landmark was published. This study showed the superiority of a token economy compared to a standard treatment and specialized milieu therapy (Lieberman, 2000). Token Economy involves awarding tokens such as chips; stickers, points or other items to students who demonstrate desired, behaviours identified by the teacher or researcher.

Time-out means time-out from positive reinforcement (rewarding experiences). It is a procedure used to decrease undesirable behaviour. Time-Out counselling technique (TOCT) is a form of positive reinforcement which refers to the removal of all positive reinforcers for a specified period of time at the exhibition of undesired behaviour. Time-out is viewed as the act of removing a misbehaving child to a place that is less reinforcing such as sitting in the corner of a room watching other children play but not being allowed to join in the play. Vaughn and Bos (2009) viewed Time-out as a procedure in which a child is placed in different, less-rewarding situation or setting whenever he or she engages in undesirable or inappropriate behaviours. The main principle of Time-out procedure is to ensure that the individual in time-out is not able to receive any reinforcement for a particular period of time.

Time-out Counselling Technique was coined from positive reinforcement. Positive reinforcement means giving the child lots of positive time-in with a connected style of parenting. According to Edward cited in Moyer, 2013 Time-outs are based on the premise that kids should be raised in environments that are rich with "Time-in": loving,

positive interactions like reading a story book, telling stories, laughing with children or students, playing games and so on. Edward cited in Moyer, 2013 further stressed that when children in nurturing environments do something dangerous or defiant, the idea is to briefly take away positive reinforcement so that they learn to associate the good things – the “Time-in” with good safe behaviour.

It is hoped that these two counselling techniques (Token Economy and Time-out) will be effective in the treatment of Disruptive Classroom Communication Behaviour during class instruction. Particularly, it is expected that Token Economy Counselling Technique may have effect on students’ Disruptive Classroom Communication Behaviour while Time-out Counselling Technique may also have the same effect in the reduction of Disruptive Classroom Communication Behaviour among Secondary School Students in Zaria Metropolis. Moreover, the two counselling techniques may have differential effects on the students’ Disruptive Classroom Communication Behaviour. In addition, the success of these two counselling techniques in managing behavioural problems has evidenced from related empirical studies(Donaldson & Vollmer, 2011 and Aljuhaish,2015) prompted the researcher to use these two techniques in order to affirm or nullified the effectiveness of the two Counselling techniques.

## **1.2 Statement of the Problem**

Observation shows Disruptive Classroom Communication Behaviour among Secondary School students is on the increase. Whereas the goal of the National Policy on Education on classroom communication behaviour stipulate that, students are to exhibit rapt attention while the teacher is teaching , taking exit permit before leaving the classroom or ones seat, absolute quietness unless the teacher ask a question, not disturbing fellow student(s) either by verbal or non-verbal communication, respectful to

teachers, respect the worth of fellow students and avoiding all forms of distractions from the teacher's presentation.

In spite of the awareness of classroom rules and regulations and most efforts put in by classroom teachers to maintain discipline and quietness needed for effective teaching and learning, some students still find themselves coming short of these expectations by breaking classrules thus falling short of expected classroom behaviours. While in the class and the teacher is presenting his lesson to the entire class, some students may find it difficult to keep quiet for a while, some students may be seen asking or passing a comment to the person sitting close to them, some other students may delight in mimicking the teacher, some may blurt out information, while some other students may be found whispering to another. In addition, some students may drag their seats, or throw one object(s) to another student, asking and answering questions without being given permission by the teacher or blurting out information. These forms of disruptive classroom behaviours are referred to as disruptive classroom communication. Students' disruptive classroom behaviour which are classified as communication behaviour for the purpose of this study retard the smoothness and effectiveness of teaching and also impede the learning of the student and his or her classmates.

Increasing Disruptive Classroom Communication Behavioural problem is presenting serious challenges and constraints on the ability of school system to educate students effectively (Mishra, 2007). Dealing with Disruptive Classroom Communication Behaviour by the teachers often takes most vital parts of the instructional period at the detriment of the subject of instruction. Disruptive Classroom Communication Behaviour may also constitutes low academic performance either due to the teacher's inability to teach effectively because of the energy he or she has to exert on class control or the inability of the students to gain maximally from the lesson due to disruption from fellow



students. The teacher's frustration may prevent the teacher covering the scheme of work because of the excessive demands upon the teacher by the disrupter and this may hinder other students from competing favourably with their fellow students from other schools or classes. The inability of the teacher to adequately teach to cover the scheme of work may account may lead to mass failure in his subject. The greater behavioural problem that may erupt includes: the inability of the school Counsellor to place the disrupting student in school activities, the disrupting student becoming a school drop-out and if unchecked may lead to such a student being a misfit in the larger Society.

It is assumed by the researcher that Disruptive Classroom Communication Behaviour exist among Secondary School Students in Zaria Metropolis of Kaduna State though there are no Literature to back up this assumption. More so, the researcher has been a classroom teacher for over two decades in Zaria Metropolis and had observed the plight of classroom teachers with respect to classroom disrupters. Also based on this assumption, the researcher believed that these Disruptive Classroom Communication Behaviour are exhibited by students in several ways such as noise-making, side-talking, dragging of seat and desk, throwing of objects(papers, pen), distractions to prevent other students from gaining meaningfully in class instruction, talking without the teacher's permission just to mention a few. The exhibition of these Disruptive Classroom Communication Behaviour sometimes leads to burnouts of teacher's effort in creating a conducive teaching/learning environment.

The fore going observation on Disruptive Classroom Communication Behaviour with its consequences on the teaching-learning process, classroom management and academic performance inform this investigation. Thus, the researcher intends to determine the effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour among Secondary School students in

Zaria Metropolis. The researcher intends to find out whether both or either of the two Counselling Techniques may or may not help in the reduction of Disruptive Classroom Communication Behaviour among Secondary School Students in Zaria Metropolis.

### **1.3 Objectives of the Study**

The objectives of the study were to:

1. Determine the effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.
2. Examine the effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.
3. Find out the relative effect of Token Economy Counselling Technique and Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.
4. Investigate the differential effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.
5. Access the differential effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.

### **1.4 Research Questions**

The research questions for this study were as follows:

1. What is the effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students?

- 2 What is the effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students?
- 3 What is the relative effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour of Secondary School Students?
- 4 What is the differential effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students?
- 5 What is the differential effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students?

### **1.5 Hypotheses**

The following hypotheses guided this study:

- H<sub>01</sub> There is no significant effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.
- H<sub>02</sub> There is no significant effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.
- H<sub>03</sub> There is no significant relative effect of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour of Secondary School Students.
- H<sub>04</sub> There is no significant differential effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.

H<sub>05</sub> There is no significant differential effect of Time –out Counselling Techniques on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.

### **1.6 Basic Assumption**

The basic assumptions for this study were:

1. Token Economy Counselling Technique may have effect on Disruptive Classroom Communication Behaviour of Junior Secondary School Two students who participated in the study.
2. Time-out Counselling Technique may have effect on Disruptive Classroom Communication Behaviour of Junior Secondary School Two Students who participated in the study.
3. Token Economy and Time-out Counselling Techniques may have differential effects on Disruptive Classroom Counselling Behaviour of Junior Secondary School Two students who participated in the study.
4. Token-Economy Counselling Technique may have effect on Disruptive Classroom Communication Behaviour of male and female Junior Secondary School Two Students who participated in the study.
5. Time-out Counselling Technique may have effect on Disruptive Classroom Communication Behaviour of male and female Junior Secondary School Two Students who participated in the study.

### **1.7 Significance of the Study**

It is hoped that the findings of this study will help boost the students' morals on the aspects of rewards of acceptable classroom communication behaviours. Most students are used to and aware of punishments particularly when a student misbehaved but it

seems most students are not conversant with rewards for good conduct. Hence the outcome of this study will be an eye opener and encouragement for students to learn to comply with classroom rules and regulations which will help them achieve their academic goal and become used to being rewarded for good conduct.

Specifically, it is hoped that the findings from this study would help the school Counsellor use both Token Economy and Time-out Counselling Techniques in the management of Disruptive Classroom Communication Behaviour. Practically, it will be expected that the findings from this study would have profound importance to Guidance and Counselling work in the school set-up. This study is significant to the school Counsellors because it will be an enrichment to the many behavioural intervention techniques that the school Guidance Counsellor can explore in the treatment of Disruptive Behaviour among Secondary School students. The outcome of the study is expected to help the school Counsellor organise workshops and seminars for Career masters/ Mistresses on the application of these two techniques on students' behavioural problem. In addition, it is hoped that the result of this study would enable the school Counsellor to organise awareness seminars and trainings for the classroom teachers, school administrators and parents on the importance and administrations of either or both of these two counselling techniques in handling Disruptive Classroom Communication Behaviour and to further improve educational quality within the school system.

This study is important because it is hoped that the empirical data from this study will serve as an eye-opener to classroom teachers on other methods of managing Disruptive Classroom Communication Behaviour prevalent among Junior Secondary School Students. This findings from this study is hoped to help teachers discover how to utilize either or both of these two counselling techniques in the classroom rather than the conventional punishments.

Academically, it is hoped that the findings of this study would add to the local Literature in Zaria Metropolis and subsequently to the entire Nigerian society as recent research studies on this topic seems to be scanty in Nigeria. Even though there might have been some related studies, the researcher assumed such studies were conducted some decades ago, this study will bridge the gap of the space of study. This present study may trigger further researches on other aspects of Disruptive behaviour whether at home or work place.

In addition, it is hope that findings from this study will benefit parents because it will create awareness on what disruptive classroom communication behaviour is. This awareness on the part of the parents will enable them have the knowledge of how to handle their wards against exhibition of any form of disruptive behaviour at the home level.

Also it is believed that the outcome of this study will help the school administrators to have the knowledge of these two counselling techniques. The school administrators will then work in collaborations with the school Counsellors to utilize these techniques to the overall improvement of students' behaviour and academic success.

Finally, this study is very significant because it will help reveal how the administration of Token Economy and Time-Out counselling techniques may or may not reduce disruptive classroom communication behaviours during class instruction among Junior Secondary School Two Students in Zaria Metropolis. The treatment of disruptive classroom communication behaviour during class instruction can directly or indirectly enhance teaching / learning process and academic success.

### **1.8 Scope and Delimitation of the Study**

The scope of this study was Zaria Metropolis which comprised of Sabon-gari and Giwa Local Government. The study focused on the entire Junior Secondary School Two Students of private Secondary Schools in Zaria Metropolis. The scope of this study is on mixed -sex grouping hence it covers private schools of this nature. Moreover, Junior Secondary Two students (JS II) are preferred because they are at the early stage of adolescents and likely to exhibit more disruptive classroom communication behaviour.

The study is delimited to only Private Secondary School Students in Zaria Metropolis though in Zaria Metropolis, there are several Public Schools. The study was further delimited to three private secondary schools (that have two or three arms of a year group) in Zaria Metropolis which were purposively selected for this study. Junior Secondary School two Students population in the selected school were 220(source school registers) from which 36 students were purposively sampled in intact classes to find out the effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour. The choice of some selected private schools is based on the fact that they share similar school factors in terms of administrative policy, quality teachers, conducive school climate and students' socio-economic background.

## CHAPTER TWO

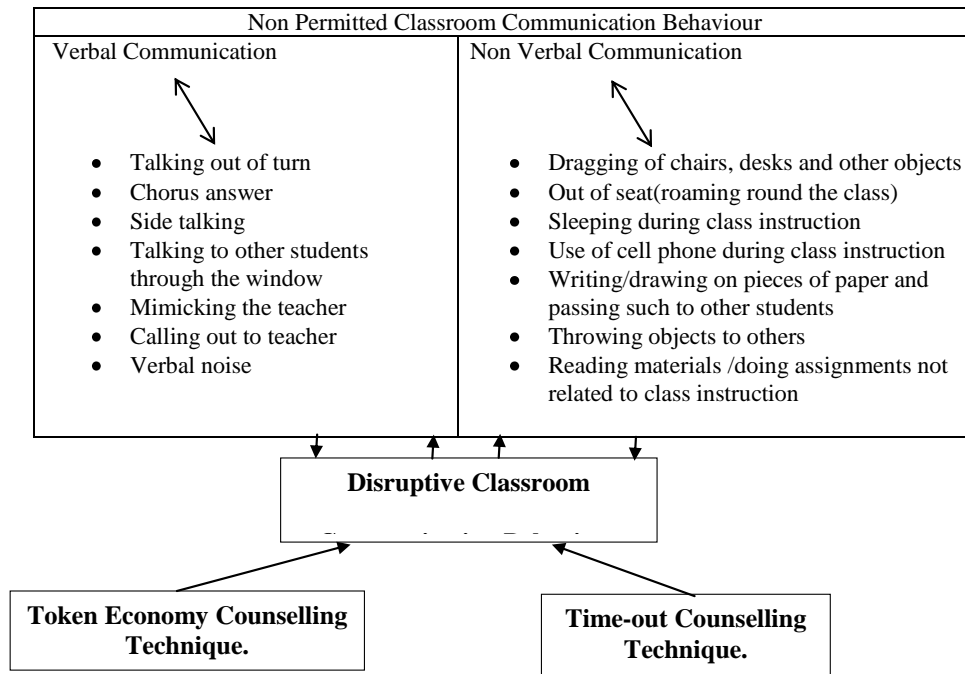
### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter examines the conceptual framework, the theoretical framework on which this study is anchored such as Operant conditioning theory and some of the major causes of disruptive classroom communication behaviour. In addition, there was a general review of related empirical studies.

#### 2.2 Conceptual Framework

The flow chart of key variables (Figure 2.1) showing the various forms of non-permitted classroom communication behaviour that could be labelled as disruptive classroom communication behaviour and the two counselling techniques used to reduce their manifestation among secondary school students.



**Figure: 2.1: Conceptual Framework**

**Source: Researcher's Concept**



### **2.2.1 Concept of Token Economy**

Token is an object that is exchange for goods and services. Elliott, Kratochwill, Cook and Travers (2000), Miltenberger (2001) and Martin (1999) defined Token Economy as a form of behaviour modification programmed designed to increase desirable behaviour and decrease undesirable behaviour with the use of tokens. Individuals receive tokens immediately after displaying desirable behaviour. The Tokens are collected and later exchanged for a meaningful object or privilege. A Token Economy is demonstrated when a person is immediately given a token for exhibiting a desired behaviour (Nayak&Rao (2007). For instance, a child may earn a gold star for every 5 math problems completed and at the end of the day can exchanged the stars at a store for candy or toys. Token Economy is a form of classroom management in which students receive tokens for desirable behaviour. A Token Economy is based on the principles of operant conditioning and can be situated within applied behaviour analysis. A Token Economy is a system of behaviour modification based on systematic reinforcement of target behaviour (Wikipedia, the free Encyclopedia, 2013). Odoemelam (2004), further viewed token (symbolic items) as a medium of exchange for goods and privileges. Values are attached to the tokens and they are exchanged with specified, contracted back-up reinforcement when the stipulated number of tokens for exchange are acquired or gained by the student. In addition, Vaughn and Bos (2009) defined token system as economy in which a symbol (examples points, chips or stars) is given if a designated behaviour is exhibited. Tokens are symbols in that they usually have little inherent value but can be exchanged for valuable things or privileges. Token systems can be simple such as receiving stars for completing writing assignments, with each star worth three minutes extra recess. In another instance, student, patients and other group members receive tokens when they exhibit desired behaviour, collect the tokens to the points of an

accepted number, exchange them for something pleasurable. Elliott et al, 2000 cited an example where talkative students may receive tokens for every fifteen or twenty minutes they are silent; when they must have earned enough tokens, they may trade them for extra recreation or something else they like. Tokens have no intrinsic value but can be exchanged for other valued reinforcing events such as back up reinforcers.

The primary goal of a Token Economy is to increase desirable behaviour and decrease undesirable behaviour. Often token economies are used in Institutional such as Psychiatric hospitals or correctional facilities to manage the behaviour of individuals who may be aggressive or unpredictable. However, the larger goal of token economies is to teach appropriate behaviour and social skills that can be used in one's natural environment, regular education, special education and for therapeutic purposes.

Common forms of tokens are plastic or metal circular chips, marks on a blackboard, points marked on a paper point card, stars, holes punched in a card, stickers, paper chips, beans in a jar, happy faces (Vaughn & Bos, 2009). Token systems may not deprive students of their individual rights. Individual program plans rather than group token systems must be used for management of disruptive behaviours. Vaughn and Bos (2009) had highlighted thirty-three (33) ways to use token in form of verbal praise or praise written on a cardboard. Some of these thirty-three ways are good work, great, exactly right, you are doing much better today, that is an improvement and so on.

### **Steps for Implementation of Token Economy Programs**

Shore ((2003), Neitzel (2009) and Miltenberger (2008) had pinpointed some basic steps to follow in the implementation of a Token economy programs. Some of the basic steps are enumerated as follows:

### **Step 1: Identifying the Target Skill/ Behaviour**

In this step the teachers/ school Psychologist identify a target skill/behaviour in observable and measurable terms. Describing the target behaviour in measurable and observable terms allows teachers and others such as School Psychologist to collect accurate and reliable baseline data, distribute tokens when learner uses the target behaviour or skill correctly and ensures that all staff members know what the target skill or behaviour looks like so that tokens can be provided consistently across classes and activities. Furthermore, a clearly described target behaviour helps learners understand exactly what behaviour is expected of them in certain settings and situations. Token economies can be successful in influencing academic, social and classroom skills. Also, behavioural pinpoints will prevent confusion among students regarding the behaviours of which they can earn tokens .For example, Sarah will raise her hand during English class to request or answer a question four out of five times for at least three days.

### **Step 2 Collecting Baseline Data**

Once the target skill / behaviour is identified, teachers/ researchers collect baseline data to determine how often the learner with Autism Spectrum Disorder (ASD) for example is currently using the target behaviour. Frequency data document how often a learner engages in a particular behaviour. Two methods can be used to collect frequency data: time sampling and event sampling. With Time Sampling, data on a particular behaviour are collected after a certain amount of time (e.g, every 5 minutes). If a learner is engaging in the behaviour at that time, then the teachers record this on the data sheet. This sampling technique is best used to monitor high frequency behaviours such as drooling and staying seated during or other forms of disruptive classroom behaviours. Event sampling is used to record every instance of the behaviour and typically focuses on low frequency behaviours such as taking a bite of food, hitting and using the toilet. Both

sampling techniques are used to evaluate patterns of learners' behaviour over a period of days or weeks.

**Duration Data:** Duration data are used to record how long a learner engages in a particular behaviour. For example, a teacher might collect data on how long a learner with ASD stays in his seat or how long a young child stays engaged in parallel play. Baseline data give teachers a starting point from which to evaluate whether the target behaviour increases as a result of a Token economy programme. Baseline data should be collected for a minimum of four days before implementing a token economy programme. It may be of help for more than one practitioner to collect baseline data over the course of several days to compare finding. For example, does the learner use the target behaviour more often in one setting than another?

### **Step 3 Identifying Reinforcers**

Teachers/ Researchers are to identify appropriate reinforcers for Disruptive Classroom Behaviours. Reinforcers are anything that increases the likelihood that the target behaviour will be used in the future. This is important because learning will not take place unless reinforcers are motivating to learners with DCCB.

### **Step 4 Establishing a Token Economy Programme**

Teachers/ Researchers are to identify tokens that are attractive, easy to carry and easy to dispense. Examples include cardboard paper, stickers, tally marks marbles in a jar tally marks and play money. If possible a bank to keep track of tokens earned and spent should be created. In addition, a time and place for purchasing reinforcers should also be specified. For example, an area in the corner of the class could be used as store for tokens to be traded for reinforcers. A practitioner might decide that learners can exchange tokens daily or weekly or as soon as the designated number of tokens has been acquired. The reward must motivate students to do whatever is necessary to earn it. There

are reinforcers that are inexpensive and require little time. Special privileges such as being first in line, free time on the computer or any other activities that the students may like to do can be powerful reinforcers. After you must have consider what you know about the person, his or her age, interests and what he or she likes and dislikes, identify a list of potentialreinforcers. Interview the person about the things that he or she likes and would be reinforcing to that person and lastly be sure to keep a record of the target behaviour and the extent to which it is influenced by the token (Vaughn and Bos, 2009).

**Step 5: Implementing a Token Economy Programme.**

Teachers/ Researchers are to clearly describe the target behaviour to the students. The descriptions should include the target behaviour, how the token economy programme works and how many tokens are required before receiving an item from the reinforcer menu or chart. The learners must be told when and where the token economy programme will be in effect. For instance, will it be used only in English class or will it be used in all settings across the day?

Teachers or School Psychologist must also display the rules for earning and exchanging tokens. This posting should include a clear description of the target behaviour, rules for appropriate behaviour (class rules) and how tokens can be earned. An example of classroom rules may include: “I will not talk while the teacher is talking”. “I will stay seated in my chair during English class”. The teacher may also role play the target behaviour. The teacher must reward the target behaviour consistently across settings. As the learner begins to use the target behaviour more frequently, teacher must gradually decrease the availability of the tokens. This is done by not reinforcing each and every instance of the target behaviour.

**Step 6: Monitoring student progress.**

Changes in behaviour should be recorded daily on the same data collection sheet that was used during the baseline data collection phase. Progress monitoring data are used to measure a student's acquisition (mastery) of the target behaviour as well as the effectiveness of the token economy programme. The monitoring Learner Progress can serve two purposes either to determine the student's mastery of the target behaviour or to adjust the programme when problems arise or if the target behaviour is not increasing. Initially tokens are awarded frequently and in higher amounts, but as individuals learn the desirable behaviour, opportunities to earn the tokens decrease (the amount and frequency of token dispensing is called a reinforcement schedule). For example, in a classroom, each student may earn 25-to- 75 tokens the first day, so that they quickly learn the value of the tokens. Later, students may earn 15-to-30 tokens per day. By gradually decreasing the availability of tokens (fading), students should learn to display the desirable behaviour independently, without the unnatural use of tokens. Reinforcers that individuals would normally encounter in Society such as verbal praise should accompany the awarding of tokens to aid in the fading process.

**Step 7 - Fading of Token Economy**

The goal of the Token Economy is to teach appropriate behaviours that will generalize to use in the natural environment. Therefore, it is necessary to have a plan for fading the token economy to prevent the student from developing a dependence on it. As the student becomes increasingly successful in response to the Token Economy, increasing appropriate behaviour and decreasing inappropriate behaviour, you begin fading the token system. Keep in mind that even after a token has been successfully faded, there may be a time in the future when the student will again benefit from use.

A Token Economy can be faded by dispensing tokens in an increasingly random and intermittent fashion and requiring more tokens to access the back-up reinforcers. Additionally, the use of tangible reinforcers can be faded and replaced with reinforcers that are more readily available in the natural environment. When appropriate, control of the token economy may also be transferred to the student as part of the fading process. This can be accomplished by allowing the student the opportunity to do some or all of the following: identify behaviours to target for change, determine how many tokens should be earned, determine when to dispense tokens and determine when to exchange tokens for the back-up reinforcer.

### **Advantages of Token Economy**

Tokens can help to make reinforcement more effective for several reasons such as: Tokens can be given after a desirable behaviour occurs and can be cashed in at a later time. In this way, they can be used to bridge very long delays between the response and the back-up re-inforcer. This is especially important when it is impractical or impossible to deliver the back-up reinforce immediately after a desirable response.

Another advantage of Token Economy is that the amount of any given instance of reinforcement is immediately obvious and can be easily increased or decreased depending on important aspects ( such as quality effort involved and probability) of the desired behaviour. The depth of conditioned reinforcers such as praise can also be adjusted. One can whisper well or can shout well. One can vary the pattern of praise by using adjectives to form expressions such as `pretty good` and `very good`. One can also use different terms of approval such as not bad and excellent or repeat good, and very good until an appropriate number have been delivered. Rewards are same for all members of a group

Token Economy allows management of a wide range and large number of target behaviours. Token Economy is an efficient method for delivering reinforcement (token delivery). Individuals can learn skills related to planning for the future.

In addition, the use of token can help to control a teacher's behaviour because tokens in the hands of the behaviour modifier can serve as additional stimulus-discrimination (sd) to remind her to reinforce the appropriate behaviour of the student. Token delivery can act as a stimulus-discrimination for another important staff behaviour that is- keeping data on student behaviour. When the tokens are stars on a chart or marks on a piece of paper awarding tokens and recording desirable behaviour are equivalent.

The use of token is advantageous because it permit the individual student to see his or her progress in tangible forms because if the program is well designed, the number of tokens an individual collects will correlate with the improvement in his or her behaviour. Furthermore, tokens are teaching tools which can help to teach simple arithmetic and some of the behaviours involved in working for and dealing with money.

#### **Disadvantages of Token Economy Programme**

The cost of implementing the programme could be considerable costly. The implementation of the token economy programme will require extra efforts on the part of the teacher or trainer as extensive staff training and management is required. The Token economy programme could be time consuming.

#### **Risks**

Risks involved in Token economies are similar to those in other forms of behaviour modification. Staff members implementing the therapy may intentionally or unintentionally neglect the rights of individuals receiving treatment. Token economies should never deprive individuals of their basic needs, such as sufficient food, comfortable bedding or reasonable opportunities for leisure. If staff members are inadequately



trained or there is a shortage of staff, desirable behaviours may be inadvertently rewarded, resulting in an increase of negative behaviour. Controversy exists regarding placing individuals in treatment against their will (such as in a Psychiatric hospital) and deciding which behaviours should be considered desirable and should be considered undesirable.

Miltenberg (2001) and Ayllon (1999) have speculated normal result and abnormal result with the use of Token economy. Normal result: Ideally, individuals will use the target behaviour in their everyday surroundings. They will display the undesirable behaviour less frequently or not at all. They will engage in positive, adaptive behaviours more often. Abnormal result: if Token economy was ineffective or time spent in the Token economy was limited, individuals may show no changes or increases in the undesirable behaviour.

#### **Token Economy Systems in the Classroom: Recommendations for Teachers**

Harlan (2002), Myles (1992) and Shore (2003) had outlined the following recommendations for classroom teachers about the use of Token Economy:

- Only use a token economy system when necessary and not when desirable behaviour can be maintained with the use of less systematic and controlling techniques (e.g praise, modelling, occasional use of mild punishment such as taking away privilege).
- Some behaviour problems may be a product of the setting. Sometimes making alterations to the classroom (room organization, routine) can eliminate problems and specific changes that focus on the child or children are not necessary.
- A Token Economy may not always be needed for behaviour modification. Other reinforcers such as praise, feedback and access to activities and privileges should be attempted and proved ineffective before moving to a token economy programme.

- Teachers designing and administering token economy programmes should be trained in behaviour modification procedures, record keeping and analysis. They also need to read and review any appropriate Literature.
- Take care to avoid any ethical problems, remembering never to plan a programme that may involve depriving a student of something that already morally and legally belongs to him or her.
- The more homogenous the groups with which you are working (that is students at roughly the same level), the easier it is to set rules according to which behavioural responses will be reinforced. Even with very homogenous groups, it may still be necessary to have specific for certain individuals which apply to their specific behavioural needs.
- Determining the target behaviours will depend largely on the group of children of children with which you are working. Short and long-range objective as well as specific behaviour problems you plan to modify should be considered.
- Before choosing the target behaviours, take baseline observations to ensure the behaviours you need to modify need to be changed. Systematic observations will also give you a clear idea of the environmental responses elicited by the behaviours (that is, the natural consequences).
- When choosing target behaviours, efforts should be made to select behaviours that might generate their own reinforcing consequences. This will lead to better maintenance of the behaviours once tokens are withdrawn.
- All staff that has regular contact with the child or children should be involved. Additionally, it is important that every staff member who administers tokens do so in a consistent and systematic manner. When determining who will administer reinforcement and for what behaviours if individuals other than the teacher are

involved, only one individual should be responsible for reinforcing at a particular time.

- When considering the type of tokens you wish to use, remember that they should be portable, durable and not easily counterfeited. Tokens may be anything from physical objects such as poker chips, gold stars on a bulletin board or simply points added in a record book.
- The amount of tokens given for a particular behaviour must be considered, depending on the stage of the economy, how accustomed the students are to receive tokens and their therapeutic value.
- A bonus point's component may be included in the programme. Awarding extra points to students doing extremely well, or to reward targeted prosocial behaviours such as helping others or sharing.
- When choosing back-up reinforcers for administered tokens, realize the system allows an increase in the variety of reinforcers you can use since they do not need to be limited to those which can be administered immediately following the desired response. As often as possible, use back-up reinforcers that students will encounter in their natural environment.
- A variety of back-up reinforcers should be used to allow for all student preferences. What the points earn is one of the most crucial factors for the programme success. Junior or senior high school students usually prefer privileges; whereas elementary school aged children usually respond more favourably to trinkets. To select back-up reinforcers, observe what the students like to do and ask them what would be rewarding to them. Also, questionnaires and table are available which list potential reinforcers for children of all ages.

- How many tokens each back-up reinforcer will cost should depend on supply and demands as well as the therapeutic value of the back-up reinforcer.
- It is important to have different priced reinforcers so that different point values will allow the back-up reinforcers to reward movement toward desired behaviour.
- Decide how you will distribute the back-up reinforcers. In a smaller economy such as a classroom, the store may simply be a box on the teacher's desk or another table in the room.
- Evaluation procedures should be built into the programme from the beginning. Staff should keep a record of the frequency of the target behaviour as well as the undesirable behaviours to judge the success of the programme. Changes should be made accordingly.
- A plan to handle potential problems should be established. Problems that may be encountered include initial confusion, students attempting to get unearned tokens and students manipulating the token distractedly.
- It might be helpful to write the procedures down, such as in a manual. The manual should explain what behaviours are to be reinforced, how they are to be reinforced, the times reinforcement is available, and the responsibilities and duties of the teacher. Any staff involved should have a copy.
- When introducing the programme, be sure to provide detailed instructions to the children (oral, written or both) so that they understand what the rules and contingencies are. This will avoid confusion and also may help to facilitate performance.
- Enlist any others you know may be available to help during the first days of the programme such as other teachers or class assistants.

- A method for recording data needs to be established, including who is to record and when. Plenty of tokens for each child need to be available at the start of the programme. Suggestions indicate 100 tokens per student to be adequate. Tokens should be dispensed immediately following eliciting of the desired response. Providing each student with a means in which to store the tokens such as a box, a purse, or a bag will prevent students from manipulating them distractedly.
- Back-up reinforcers should be given frequently in the beginning of the programme and gradually decreased. In the early stages of the programme, back-up reinforcers should be presented soon after token presentation and decreased gradually.
- Once a behavioural change has been achieved, care must be taken to maximize the chances that this change will be maintained even after the programme has ended. Specific ideas include transferring the programme to another more natural setting such as the home or fading the reinforcement contingences gradually.
- Positive reinforcement should be stressed over punishment. Use punishment only when positive methods have failed repeatedly.
- Be careful in including punishment contingencies for inappropriate behaviour, punishment should be used sparingly and only for clearly defined behaviours.
- If using fines in the economy, it may be necessary to train students to accept them in a nonaggressive and non-emotional manner.

### **2.2.2 The Concept of Time-out Counselling Technique**

Time-out is time- away from positive reinforcement. Time-out means time away from positive reinforcement or any form of rewarding experience. Alberto, Heflin and Andrews (2002), Turner and Watson, (1999) and Vaughn and Bos (2009) viewed Time-out is a procedure in which a child is placed in different, less -rewarding situation or

setting whenever he or she engages in undesirable or inappropriate behaviours. Time-out is a behaviour change technique used to decrease the frequency of a target behaviour and is most effective for behaviours that are maintained either by attention or tangible reinforcers and if there is high discriminability between the Time-out environment and the reinforcing environment. The Time-out technique involves placing a child in an environment limited in sensory stimulation contingent upon the emission of deviant behaviour. Typically, time-out is used in tandem with positive discipline techniques. Time-out is the most popular discipline technique used by parents and the most often recommended by Paediatricians and child development experts (Moyer, 2013). Time-out is an educational and parenting technique recommended by some Paediatricians and developmental psychologist.

The concept of Time-out was invented, named and used by Arthur Staats in his extended work with his daughter and with his son. Time-out was also part of a long-term programme of behavioural analysis beginning in 1958 that treated various aspects of child development. Time-out stems from the behavioural movement based on the work of Psychologist B.F. Skinner. His theory of operant conditioning asserts that children will behave in certain ways if they receive rewards for doing so (positive reinforcement) and that undesirable behaviour can be diminished by withholding the reward or by invoking pain.

Time-out has been effective in reducing such behaviours as tantrums, inappropriate social behaviours, yelling, aggression, time spent out-of-seat, and inappropriate verbalization (Alberto, Heflin & Andrew, 2002; Mortimer, Adamsky & McLaughlin, 1998). The use of Time-out as an acceptable therapeutic procedure has gained wide acceptance in schools, clinics and hospitals (Berger, 2004).

Time-out is another effective way of encouraging desired behaviour and minimizing unwanted behaviour without recourse to punishment. Time-out is a form of positive reinforcement which refers to the removal of all positive reinforcers for a specified period of time (Elliott, Kratochwill, Cook and Travers, 2000). Time-out technique was coined from positive reinforcement. Positive reinforcement means giving the child lots of positive time-in with a connected style of parenting. Time-out calls for a break in the undesirable action. Time-out had been viewed to stop misbehaviour particularly in the area of disruption. Also, according to Morawska, 2011 several studies have showed that Time-out is an especially effective disciplinary strategy in reducing aggressive and non-compliant behaviour when used with other positive parenting methods.

White and Bailey, 1990 also view time-out as the act of removing a misbehaving child to a place that is less reinforcing such as sitting in the corner of a room watching other children play but not being allowed to join. Time-out which are used in the home such as 'go to your room' may be ineffective since the child's room may be a reinforcing environment. Time-out is a behaviour modification technique which refers to a specific procedure in which an individual is isolated from social contact or general access to reinforcing objects or activities for a period of time. Time-out may include withholding a specific reinforcer, but usually the term refers to the general isolation from all reinforcers inherent in the normal social environment. Time-out is a familiar response withdrawal technique used effectively with children (Day, 1999). When children misbehave, the attention and excitement they create are often rewarding in themselves and perpetuate misbehaviour whereas time-out in a quiet, out-of-the-way place removes this type of reward. The absence of human interaction and distraction also allows the child to calm down mentally and psychologically.

Vaughn and Bos 2009, observe that time-out is frequently used inappropriately. The underlying principle behind the successful use of time-out is that the environment the student is leaving must be reinforcing and the time-out environment must be without reinforcement. It should be noted that the efficacy of time-out is strongly influenced by environmental factors. If the environment the student is leaving is unrewarding, then time-out is not an effective means of changing the students' behaviour. To be precise, if a student finds mathematics uninteresting and such a student was found disrupting the lesson, if such a child is send out of the class to observe time out, to such a student, the time-out will rather reinforce and not reduce such behaviour. Time-out is frequently misunderstood and even incorrectly defined by both professionals and lay persons (Harris, 1985). This may be due to such factors as changes in the conceptualization of Time-out over time, the variety of ways to implement Time-out, the multiple definitions which exist in the Literature, occasional paradoxical effects and difficulties in differentiating between Time-out and response cost or extinction (Alberto et al., 2002). As the use of Time-out in both research and applied settings increased, definitions of Time-out changed and began to focus on contingent withdrawal from opportunity to obtain reinforcement and meaningful discrepancy between Time-in and Time-out environment (Harris, 1985).

### **Types of Time-out**

Harris (1985) stated three major types of Time-out. These are exclusionary, non-exclusionary and isolation time-out. According to Harris (1985), the first two types seem appropriate and very suitable for classroom use because the disrupter (student) does not need to be removed from the room in accordance with the policy of least restrictive intervention.



Exclusionary- this type of Time-out involves removing the child from the reinforcing situation but not from the room or area of activity (such as playground, gymnasium). When a child displays the inappropriate target behaviour, he or she is immediately removed from the activity for a period of time. Examples of this type of Time-out are sending a child to a corner of the room or a chair positioned away from the ongoing activity. The child is not allowed to view or be involved in any activity for a specified amount of time (Harris, 1985, Mace & Heller, 1990).

Nonexclusionary- Nonexclusion Time-out is a situation where the child remains in the instructional setting but is temporarily prevented from engaging in reinforcing activities. In other words, non-exclusion time-out requires a student to sit on the periphery of class activities but still allows the child the opportunity to view the appropriate behaviours of the classmates. (Harris, 1995, Haley & Watson 2000). Harris, 1985, Costenbader and Reading-Brown, 1995 further divided nonexclusionary time-out into three subcategories: contingent observation, removal of stimulus conditions, and ignoring. This type of Time-out would be ideal during some activity such as recess or a structured group academic task in which the child can observe appropriate peer behaviours and see those behaviours being reinforced. To make contingent observation Time-out most effective, the teacher must reinforce appropriate behaviours and the resulting reinforcement (Turner & Watson, 1999). After Time-out is over, the teacher must then monitor the child to reinforce the first appropriate behaviour demonstrate by the target child to ensure a rich Time-in environment and to increase the discriminability between Time-out and the classroom.

The second subcategory of Nonexclusionary Time-out, removal of stimulus conditions, impose the contingent removal of reinforcing stimuli such as work or play materials, food or opportunity to gain tokens ( Alberto, Heflin & Andrews, 2002, Harris,

1985) for a certain amount of time after target behaviours are displayed. The reintroduction of reinforcing stimuli should be contingent upon demonstrating appropriate behaviour to avoid inadvertently reinforcing inappropriate behaviour (Haris, 1985).

The third category of Nonexclusionary Time-out, ignoring, involves withholding social attention contingent upon inappropriate behaviour without removing the child from the situation (Turner & Watson, 1999). Ignoring is difficult to use in the classroom for these three primary reasons: (a) some behaviours annoy, distract, or interfere with instruction to such an extent that they are almost impossible to ignore, (b) peer attention may maintain or contribute to the maintenance of a behaviour, and (c) some behaviours are dangerous to the student and others (Turner & Watson, 1999). However, ignoring a child's misbehaviour is a simple procedure and can be quite effective given the proper circumstances (that is, for a behaviour that is mildly annoying, maintained solely by teacher attention, does not evoke attention from peers and is not dangerous or destructive).

The third broad category of Time-out is referred to as Isolation. Isolation involves the removal of the child from the reinforcing environment to an environment where at least theoretically, there are no reinforcers available to the child. Isolation typically entails placing the student in a different area such as another room for a specific period of time. As effective as this type of Time-out, Mayerson, 2003 opines that Isolation requires extra personnel, has specific Federal, State and Local guidelines for its use. Yell, 1990 in agreement with Mayerson, 2003 see Isolation Time-out as a more restrictive form of punishment.

Nelsen and Erwin (2013) further added that Time-out is short for "Time-out from reinforcement". Therefore, the child who is acting out has time away from stimuli in their surrounding that reinforce the behaviours or make them stronger. The reinforcer is often

attention. Time-out is an effective and safe method to use when disciplining a child. The amount of time the child is to remain in Time-out should be a minimum of one minute per year of the child's age, up to a maximum of two minutes per year of the child's age. For example a five year old placed in time out would therefore spend a minimum of five minutes to a maximum of ten minutes in Time-out. The one minute per child's age will be used for less serious offenses while the two minutes per year of the child's age would be used for more serious offenses.

### **Guidelines for the Implementation of Time-out**

Vaughn and Bos (2009) have outlined some guidelines for implementing time-out. Some of the guidelines are:

- Students should be told in advance which behaviours will result in time – out.
- The amount of time students will be in time out should be specified ahead of time.
- The amount of time students are in time-out should be brief (One to five minutes).
- Time-out must occur every time an undesirable behaviour occurs.
- Contingences should be set in advance for students who fail to comply with time-out rules.
- The time – out area should be constantly monitored.
- Time-out area should be easily accessible.
- Student(s) should be aware of the behaviour that are targeted for the reduction.
- Teachers/ researchers should announced to the child/ student reason for Time-out.
- When time – out is over, a student should return to the group.
- Positive behaviours that occur after time – out should be reinforced.
- Planned ignoring- this occurs when the teacher allows the student to remain in the setting; however, all attention from the teachers and peers is removed for a designated period of time.

- **Withdrawal of materials-** All materials related to the behaviour is removed for a specified period of time. For example, if a student throws a ball at another student in an aggressive manner, he or she is not allowed access to the ball for a specified period of time.
- **Contingent observation** -students are removed from the setting but are able to observe. For example, on the playground a student who exhibits inappropriate behaviour watches from the side-lines for a specified period of time.
- **Seclusion time- out** - the student is removed from the setting and place in isolation for a specified period of time.

#### **Advantages of Time-out Counselling Technique**

Moyer, 2013 outlined the following as some of the advantages of Time-out:

- It is less aversive than other procedures such as physical punishment.
- It eliminates a lot of yelling and screening on the part of the parents and the teachers.
- It increases the probability that parents are going to be consistent about what is going to be punished, when and how.
- The child learns to accept his own responsibility for undesirable behaviour. The parents are not punishing the child, rather the child is punishing himself. The child should be repeatedly told that the parents did not put him or her in time-out.
- The child more readily learns to discriminate which behaviours are acceptable and which are unacceptable.
- The child begins to learn more self-control.
- Time-outs are infinitely better than hitting a student and also better than yelling.

Gordon(2002), Kohn(2005) and Solter (2013) suggested Time-out approach may lead to short term compliance but has the same disadvantages as other forms of punishment. These authors also outlined some other disadvantages of Time-out such as:

- Time-out does not enhance moral behaviour.
- Time-out does not teach children useful conflict –resolution skills.
- Time-out fails to address the underlying cause of behaviour.
- Parent/child bond can be damaged by forced isolation and withdrawal of love in an effort to control a child’s behaviour.

### **Steps involve in the Implementation of Time-out**

#### **Step 1: Familiarisation**

Step 2: Specifying the purpose, type and procedure for Time-out.

Step 3: Select the type of Time-out to be used.

Step 4: Decisions on other element such as: duration of Time-out based on 5minutes interval-to-15minutes as the treatment progresses. Specify activities student would engage in while in Time-out.

Step 5: Training the student on the Time-out procedure.

Step 6: Time-out, Time-out, Time-out

Step 7: Re-administration of the Instrument.

(Adopted from Kazdin, 1994).

Morgan and Jenson (1988) have stated some “Dos and Don’ts” of Time-out. Some of such dos and don’ts are as follows:

#### **Dos:**

- Do explain the total procedure to the child before starting time-out.
- Do prepare a Time-out setting for the child that is clean, well-lit and ventilated.

- Do pick a place or situation for time-out that is boring or less reinforcing than the classroom if using seclusion type of Time-out.
- Do use a set of structured verbal requests with the child, such as the recommended precision request format.
- Do remain calm and don't talk with the child when he or she is in time-out.
- Do place the student in Time-out for a set period that you control.
- Do use short period of time for example 5- to- 15 minutes.
- Do require the child to complete the request that led to Time-out or missed academic work.

**Don'ts:**

- Don't start the procedure without explaining Time-out to the student first in a calm setting that is not emotionally charged.
- Don't just pick any place. Make sure it isn't too dark, too confining, dangerous or not ventilated.
- Don't pick a place that is scary or that could be more reinforcing than the classroom depending on the type of Time-out.
- Don't threaten the student repeatedly with a Time-out.
- Don't get into verbal exchange with the student on his or her way to Time-out or while in Time-out.
- Don't tell the student to come out of Time-out when he or she is "ready to behave".
- Don't let a student out of Time-out when he or she is crying, screaming, yelling or any form of tantrum.
- Don't use exceedingly long periods.

- Don't allow the student to avoid compliance to a request or miss academic work by going on Time-out.

### **Handling Potential Problems Associated with Time-out**

Hall and Hall cited in Vaughn and Bos (2009) had provided helpful suggestions about how to handle potential problems that occur with time –out. Several of their suggestions follow:

Add time to a student's time out for refusing to go to time –out or displaying others inappropriate behaviours such as screaming, yelling and kicking.

- Students should be required to clean up any mess made during time -out before they returns from time – out.
- Be sure to have a backup consequence if a student refuses to go to time -out and the amount of time added reaches 30 minutes (usually considered the maximum amount).
- Do not argue with individuals when they either try to talk you out of time- out or indicate that you have no right to put them in time -out, ignore their comments.
- If the inappropriate behaviour involves two students and it is not possible to determines the source of the problem, do not argue; put both students in time -out.
- If the student displays the behaviour in a place where it is not possible to use time - out, indicate that time - out will be provided when you return to the classroom.
- Be sure to chart the effects of time - out so that you can determine whether it is working.

Teachers who use secluded time - out areas or contingent restraint (holding the student down plus withdrawal, exclusion and seclusion) should be aware of the legal implications of such intervention and should obtains the necessary authorization from school administrators and from parents or guardians.

### **2.2.3 Concept of Disruptive Classroom Communication Behaviour**

Classroom communication behaviour system also called class talk facilitate the presentation of teacher's lesson and as well as the collection of students' behaviour in the course of teaching and learning process (Dufresne, Gerace, Leonard, Mestre&Wenk, 2013). Classroom communication behaviour enhances the overall communication within the classroom. Teaching can be a rewarding profession but it is more than just imparting knowledge to students. A large part of teaching is about being able to communicate effectively to everyone in the classroom and in the school. When effective communication behaviour is missing, teachers can misunderstand the ignorant of students' needs and expectations (Mcphee& Craig, 2009).

The issue of Disruptive Classroom Behaviour (communication behaviour) in schools has become an issue which is now more widely acknowledged. Statistics released from the Scottish Government in 2008 (Scotland.gov.uk 2008) revealed that the average rate of pupil exclusion from Scottish local authority schools in 2006/2007 had risen by 40% from the previous year, a fifth consecutive increase since 2003. Such statistics are a reflection of perceived behaviour problems which schools face today, highlighting the need for behaviour control to be seen as an educational priority (MCphee&Craig, 2009). This situation causes concern for teachers and parents and adds to already perceived disruptive classroom communication behaviour in schools (Munn &Johnstone, 2004).

Disruptive classroom communication behaviour exhibited by one or more students can be annoying and even distressing to the remainder of the class and the class teacher. This is so because almost the majority of students want their classes to go well (Munn &Johnstone, 2004). It is unrealistic to expect the classroom to be quiet and peaceful all of the time, but you should expect the quietest possible atmosphere in which all students are able to learn effectively. Disruptive classroom communication behaviour are those



behaviour of children which are against class routines, practice and minor rules (Wallace, 2002). These behaviours disturb lessons and cause discipline problems in the class. These behaviours are normally of limited duration and may not necessarily mean the children have serious psychological problems. Our role as teachers is to support learning. Anything which undermines student learning becomes a problem which we as professionals need to address (Wallace, 2002). McPherson and Liang, 2007 viewed Disruptive classroom communication behaviour as any student whose behaviour is disrespectful, annoying or distracting, wastes class time or generates negative attitudes toward the course or teacher. Disruptive Classroom Communication Behaviour causes student dissatisfaction with their school experience and it may even adversely influence retention (Siedman, 2005). A disruptive student can cause other students to perform poorly as well as igniting other students to become agitated, emotionally distraught and insecure in the safety of their classroom. Unfortunately, disruptive behaviour acts as a long vibrating throughout the learning environment (Brodin, 2012). Disruptive students may or may not recognize the consequences of their behaviour, attitudes and perceptions. A student's disruptive behaviour can detract a student's ability to thrive in the classroom.

All behaviours are communicative therefore classroom teachers should expect and embrace conflicting ideas in response to their teaching. However, some students can become entrenched in the role of naysayer, questioning the most basic content assumptions and pointing out exceptions to research findings. Unlike some students who enjoy debating ideas to enhance critical thinking about the topic, naysayer seems to engage in a subtle but continuous wrestling match that drains the teacher's energy and creates a negative classroom environment (Deering & Shaw, 2013). In most classes, there may be one or two students who are compulsive talkers or whose behaviour communicates disruptively (McCroskey, Richmond & McCroskey, 2006). A teacher's goal

is usually to increase class participation but when particular students continually dominate the class discussions, they begin to alienate their peers. Students tend to view compulsive talkers as self-centered, insensitive to the needs of the class or attempting to be the teacher's pet. One way to tell whether or not a student is viewed as exhibiting disruptive communication behaviour during class instruction is to scan when the student begins talking and notice whether other students are rolling their eyes, looking down or showing other signs of annoyance. Disruptive classroom communication behaviour prevents class instruction from being student-centered and disengages students actively involved in constructing and using knowledge. But effective classroom communication behaviour helps interactions and assessment of understanding between the teacher and the students. It creates a classroom environment that accommodates a wider variety of student learning styles.

### **Types of Communication Behaviour**

Communication is the driving force in any relationship or situation. Communication is an ongoing process of sending and receiving messages that enables human to share knowledge, attitudes and skills (Maetta & Savannah, 2010). Communication is further viewed as the activity of conveying information through the exchange of thoughts, messages or information as by speech, visuals, signals, writing or behaviour. It is the meaningful exchange of information (Wikipedia- the free Encyclopedia, 2013). There are two forms of communication which are verbal and nonverbal. When communication is done without words, it is considered to be nonverbal. This form of communication may include facial expressions, touching, body movements, dress, posture and even spatial distance. When communication is done with words, it is considered to be verbal. Although verbal and nonverbal communications are interdependent, nonverbal behaviour are used to support or modify verbal behaviour.

Kapp cited in Maeetta, 2010 listed the following six ways in which verbal and nonverbal behaviour interact:

1. Repeating- nonverbal behaviour sometimes repeats what was said verbally. For instance, one can say, "go outside".
2. Contradicting- nonverbal behaviour sometimes contradict what was said. For instance, a student tells you he is not nervous but is trembling and timid.
3. Substituting - nonverbal behaviour can be used in the place of verbal. For example, a stare into someone's eyes can substitute for words.
4. Complementing- nonverbal behaviour can elaborate or modify verbal. For example, a student may show nervous tension when taking a test but relaxes as he gets closer to the end of the test.
5. Accenting-nonverbal may accent verbal. For example, the use of hand and head to emphasize what is being said.
6. Regulating- nonverbal behaviour regulate the flow of verbal conversation. Take an instance where eye contact and head nods may signal who is or not paying attention.

Classroom communication behaviour exists in three categories: verbal, nonverbal and written. Verbal communication means anything that a teacher or student speaks aloud. Nonverbal communication refers to body language that people express everywhere and in the classroom in particular during class instruction. Written communication is writing directed at a specific audience, such as report card comments, note taking or students' assignments. Teachers and students interact with one another in many different contexts, and use all these types of communication (Conway, 2010).

Teacher/ class communication exists when a teacher communicates with his entire class. Verbal communication exists when a teacher tells students information they need to

know. For example, if a teacher asks a student to ‘stop talking’, this is a direct form of verbal communication. There are ways for teachers to communicate nonverbally with their classes such as through posture, gesticulations and proximity to the students. Instead of telling a student to stop talking, a teacher could use a nonverbal communication by moving toward the disruptive student’s desk. Not only does the disruptive student receive the message, but other students in the class who observe the intervention receive it as well (Conway, 2010).

Teacher/Student communication behaviour occurs when a teacher interacts directly with a particular student. Since a teacher interacts with his or her students mostly in front of the whole class, it can be difficult to distinguish teacher/student communication behaviour from teacher/class communication. Teacher/ student communication requires that the teacher act one-on –one with a student, such as in a conference during class activities before or after school. This type of communication is effective for teachers who want to communicate a private message, such as a talk about constant inappropriate behaviour or about talking more of a leadership role in class.

Another classification of classroom communication is student/teacher communication. This communication behaviour is direct between a student and the teacher but this time, it is the student who initiates the conversation. Also, this can occur during whole class participation. For example, a student who asks a teacher a question during class discussion engages in student/teacher communication because it is a single student communicating with a single teacher. The reason the reverse situation constitutes teacher/ class communication and not a teacher/student is that the teacher’s actions and messages are directed toward the whole class while the student’s questions here are only directed at the teacher.

There is also student/student communication (Conway, 2010). This form of communication behaviour occurs when two or more students interact with one another. Successful whole class discussion stimulates student-to- student communication because students should talk to each other and not just the teacher. Two students may disagree and talk back and forth to each other during such discussions. Students –to- student communication also occurs when Students work in groups or pairs to complete assignments.

Student/class communication exists when a student or group of students direct their messages to the entire class. Whole class discussion can also stimulate this type of communication. For example, if a student asks the class a question during a discussion, the student’s message is directed at the entire class. Individual or group presentations also constitute student/class communication and it is this type of communication which often includes fidgeting or looking away.

#### **Manifestation of Disruptive Classroom Communication Behaviour**

All behaviour are communicative hence can be exhibited in different ways. Disruptive classroom communication behaviour manifest in form of excessive talking, noise making or any other forms of verbal and non-verbal mode of communicating behaviour or inappropriate classroom behaviour such as sleeping in class, eating or drinking, side conversation, using cell phones to talk or send text during class instruction, inappropriate use of electronic devices, reading irrelevant materials, writing when absolute attention is needed, monopolizing class discussion, dragging desks/chairs, throwing objects to others, walking aimlessly, clicking of fingers, drumming/humming, calling out to teacher or others Gardon and UNESCO (2000), Davis (2007), Mishara (2007) and Malone (2011). Sometimes, students can be disruptive simply by displaying nonverbal behaviour aimed at the instructor that communicate disapproval, such as

making faces, rolling their eyes or heads (Adler and Rodman, 2008). McCroskey, Richmond and McCroskey, 2006 opined that most classes have one or two students who are compulsive talkers. Though the aim of any teacher is to increase class participation but class participation are to be done in an acceptable manner not with chorus answers to teacher's questions, neither talking without permission nor being a compulsive talkers. Other students may view the exhibition of these behaviour as being self-centered or wanting to be teacher's pet. In the course of teaching, some students may engage in disruptive classroom communication behaviour and may be unaware of the distractions they are making to the teaching and learning process.

In specific, some of the characteristics of Disruptive Classroom Communication Behaviour in classroom are:

- Personal attack in the classroom
- Any form of bullying by a student, teacher, parent or any other person in an academic setting
- Students being aggressive, hostile or showing haughty behaviour.
- The creation of unreasonable and uncontrollable noise, sounds, a basic pandemonium in the classroom.
- Students questioning or arguing with a teacher or another academic authority.
- Ignoring a teacher's direct and indirect instructions.
- Students sleeping in classroom.
- Students talking while teacher is talking or instructing other students.
- Students leaving the classroom without permission.
- Persistent tardiness to the classroom, school or other academic related activities.
- The use of electronic devices such as cell phones, Laptops.

Disruptive Classroom Communication Behaviour imply Students communicate noisily in a variety of ways in classroom during class instruction. They tap their pens, click their tongues, sing or hum a song or crack their knuckles. These moods of communicating noisily can drive the teacher and other students to distraction (Shore, 2003). Excessive classroom talking or noise making leads to assortment of problems. Talkative students are not paying attention and are probably not learning as they should. Other students cannot hear you teaching and struggle to focus. Student misbehaviour, especially with uncontrolled talking leads to a domino effect. If a student is talking loudly during class instruction such a student is distracting the other students. If such a talking student is really involved with the on-going class instruction, such a student is not attentive to what the teacher is saying and will miss out vital information from the instructions. Talking is important to learning but one should keep in mind that, it is rude to have an all-out conversation unrelated to the topic with someone when the teacher is talking.

Noise or excessive talking in the classroom form disruptive classroom communication behaviour. Therefore, every teacher in every classroom has to expect that students will be silent whenever it is necessary for learning to take place. The teacher should emphasize that all students listen in silence. This expectation will not only promotes careful, efficient listening for information but also reinforces the core value of respect. It's just not respectful nor acceptable to be talking when it's someone else's turn to talk (Reasume, 2013). At various times throughout the lesson, teachers may have to insist on appropriate classroom communication behaviour particularly in the area of silence to check learning, to clarify, expand, repeat key information, to remind students about instruction, to bring the class back to a more intense level of attentiveness. To further enhance less Disruptive Classroom Communication Behaviour, teachers must

know that a successful classroom needs four basic levels of noise according to Alexander, 2013. These four basic levels of noise needed for a successful class include:

**Classroom noise level 1 – silence:** Every teacher in every classroom has to expect that students will be silent, whenever it is necessary for learning to take place. That is often at the start of the lesson when learning outcomes need to be explained and of course, it's vital that if information is delivered by teacher talk that all students listen in silence. This expectation not only promotes careful, efficient listening for information but also reinforces the core value of respect.

**Classroom noise level 2 – Whisper:** sometimes you can allow students to whisper during a 'silent' learning activity. Here the teacher is insisting on silent work because concentration is required, without the distractions of other students talking. Whispering between two student partners, briefly, to clarify some information can be allowed and be quite effective because it allows brief moments of communication that can help to progress the learning but don't disturb the class as a whole. This type of classroom noise should be used sparingly because it can easily escalate into something more than whispering which undermines the teacher's efforts to create and maintain the routine of silence.

**Classroom noise level 3- Partner voice:** This is a good example of how noise and classroom management can mesh together well to promote effective learning. Partner voice means each student can talk quietly at half of 'normal' volume to a partner student about the learning activity in which they are engaged. It's often desirable, even absolutely necessary for students to communicate actively with other students for learning to happen. However, teachers need to train students to do this properly, otherwise the communication may degenerate into idle chatter that is not focused on the learning in



hand. And the volume of noise will soon increase. If it's well handled, partner voice can be a very powerful strategy for getting students engaged in meaningful discussion.

**Classroom noise level 4 – Table voice:** Table voice is the loudest level of student's noise and is used to involve students in small group discussions. Every student in the group needs to be able to hear what's being said in their group and it's important for all students to have the opportunity to contribute. Often the teacher will insist on every student making a contribution to the group discussion. Students can be trained by teacher to operate appropriately all these types and level of noise in the classroom without disrupting the teaching and learning process. These trainings can take the form of explaining, modelling, reinforcing and practicing.

Disruptive Classroom Communication Behaviour can also manifest in sleeping in class (Mishra, 2007). This behaviour communicates lack of interest during class instruction. If the teacher does nothing about it, it sends a message to the other students that involvement in the class is not of much importance to the teacher, this may trigger similar if not worst form of disruptive classroom communication behaviour from other members of the class. Secondly, sleeping in class is considered to be disrespectful to the teacher and the other students.

Jung and Boman (2003), point-point students continual and persistent refusal to work, repeated interjections, harassment toward others students, frequent refusal to follow basic teacher's instructions, poor attentiveness, persist infringement of class rules and procedures, inconsistent on task behaviour, stealing, cruelty, bullying, disobedience, talkativeness and talking out of turn and out of seat behaviour, tapping feet, clapping, rattling papers, teaching papers, throwing books or other objects onto desks, kicking or dragging of chairs or desks as form of disruptive. Noise making and excessive talking is a major form of disruptive classroom communication behaviour. This may be on the form

of criticisms and complaints that are unjust or not constructive, laughing with a purpose to disturb others, making noise like whistling and shouting in the class, making unnecessary noise with objects like pen, ruler or school boxes.

From the discussion in the previous paragraphs, it does seem that no classroom teacher can claim the complete absence of disruptive classroom communication behaviour and this further conveyed the need for counselling intervention in the treatment of disruptive classroom communication behaviour. Classroom communication plays an important role in the establishment of learning and behaviour expectations, teacher-student relationships and the delivery of quality instruction which involves questioning, praising and individualized feedback. In contrast, disruptive classroom communication behaviour contributes to additional school stress, discontent and eventual burn out. Malone, 2011 explained that DCCB negatively affected teachers in the sense that much time and energy is devoted to planning and coping (survival) strategies rather than focusing on lesson presentation. The overall learning environment for students who are uninvolved in the disruptive behaviour is negatively impacted which implies that as a result of DCCB, a hostile learning environment may be created (McKinney, 2005).

Amada (1999) and Mishra (2007) also listed and discussed some common Disruptive Classroom Communication Behaviour as grandstanding students who use a classroom discussion as a chance to speak about their favorites subjects despite the irrelevancy their comments may have in regard to the discussion of the class as a whole . Other students use the classroom as a place to communicate to their peers, tales of their personal lives, which also may not be appropriate to the setting. Other examples are:

**Sleeping in class:** This may not seem to be disruptive in two ways: the student who is snoozing is not interested and not participating in the classroom discussion. If an instructor does nothing about it, it sends a message to the other students that involvement

in the class is not of much importance to the instructor. This may make the students feel like they shouldn't have to participate either. Secondly, sleeping in class is considered to be disrespectful to the teacher and the other students.

**Prolonged chattering:** Students who carry on private conversations among themselves in classroom are disruptive to other students because their frivolous chatter does not pertain to the classroom discussion what so ever.

**Overt inattentiveness:** Some students find it difficult to mentally pay attention for the full length of a class. They read a book, newspaper, doodle on paper. This is also considered disrespectful to the professor and other students in the class. Eating, drinking, gum chewing, smoking, carrying pagers and cell phones, and passing notes- all of these are considered disruptive in a classroom setting and should not be tolerated.

Brodkin, 2012 had suggested ways teachers can handle a disruptive student, the fundamental is to have a macro- picture (environment) of the student. In addition Brodkin, 2012 listed the following ways of helping a disruptive child:

- Respectful communication is key to de-escalating a hostile environment
- As a teacher, be assertive but respectful when dealing with disruptive student.
- Teachers should create and set healthy boundaries for all children.
- Active listening is essential in the classroom praise as well as positive correction.
- Beware of your verbal and nonverbal communications.
- Always inform the student of his or her negative behaviour and consequences that may follow.
- Recognize your personal limitation. Ask for help from appropriate quarters when necessary.
- Consider using de-escalating techniques such as breathing and meditation.
- Avoid using aggressive communication both verbally and non-verbally.

- Acknowledge when a disruptive student is displaying positive traits, behaviours and attitudes. Do not avoid complimenting a disruptive student. Reinforce positive behaviours, attitudes and perceptions.
- All students need positive role models.
- When disciplining a student, offer positive

### **2.3 Factors Influencing Disruptive Classroom Communication Behaviour**

A review of the literature reveals myriad reasons for the disruptive classroom communication behaviour of students. Tom (1998), reports that the increasing changing cultural, social class, ethnic, lifestyle, and age diversity in the college population, coupled with cultural norms, may have created fuzziness in the definition of classroom etiquette. Schneider (1998) and Seidman (2005) cited large classes as often leading to misbehaviour. Bartlett and Clayton cited in Malone 2011 also view students as less attentive and seeing themselves as mistreated consumers. Whiteneck (2005), classifies difficult students into two types; resistant and reluctant. Reluctant students just do not want to be in the classroom and therefore, are inclined to resent a course. Resistant students by contrast, come into the class with a more or less open mind but become resistant to the course content and/or the instructor's teaching style. Resistant students may become progressively agitated with the course until their frustration finally "boils over".

Sirichantr (2003), has identified inattention, inappropriate talking to the teachers and peers, looking around, moving around, non-compliance to teacher's instruction, aggression and many more in which those behaviours take place during teaching and learning periods as disruptive classroom communication behaviours. According to Boonreungrat, Inpirom, Juthangkha, Labkrut, Thanyawong and Pumwaree cited in Sirichantr 2003, the disruptive or undesirable communication behaviour of students in

classroom can be categorized as: inattention, talking to friends in loud noises and interrupting classmates and teachers, making inappropriate verbal conversation and lying, and other misbehaviours. Sirichantr (2003), states that Disruptive Classroom Communication Behaviour that teachers experience in classroom are inattention, lack of discipline and non-interest.

Disruptive Classroom Communication Behaviour start while students are in lower classes in which those behaviours will intensely become more aggressive in higher classes. Most importantly, adolescents at this stage have more focus on their self-esteem than at other stages hence, if teachers demonstrate more valuable patterns of behaviour for students at this stage and train them in controlling disruptive behaviour among peers in the classroom, not only will students improve individually, but also class control is enhanced .In order to eradicate or minimize disruptive classroom communication behaviour or any form of misbehaviour, there is a need to understand their underlying causes which can range from trivial to the terrifying and from the casual to the criminal.

Akubue, (1991), Brophy, (1998), Desbiens and Royer (2003), Mcphee and Craig (2009) and other authors have identified and discussed some causes of DCCB as follows:

### **The Child**

The child himself may be the cause of his classroom disruptive communication behaviour because a Child may come into the classroom equipped with a variety of physical, social, mental, and emotional problems, which are capable of creating indiscipline in the classroom. Records from classroom experiences show that disruptive communication behaviour and indiscipline have been exhibited by the physically handicapped, slow learners, fast learners, defect in hearing and vision, malnutrition, poor health, presence and absence of fatigue, endocrine deficiencies and skin diseases (Akubue, 1991). For example, slow learners may be frustrated by their inability to cope

with their studies, when average learners may find nothing stimulating about their studies while the bright students may not be sufficiently challenged. All these categories of students may heighten classroom problems as each group competes for the attention of the teacher whom they expect to satisfy their particular problems. All human beings have fairly common socio-psychological and innate biological needs. Children particularly those in school need love, security, recognition, approval and success which should be expressed, stimulated and gratified. It is only when these needs are blocked or subjected to the extremes of parent/teacher management like over stimulation, over gratification, over deprivation; over protection or rejection that inadequate balance between their needs and these forces will result in feelings of negative self- image.

As a child enters school, he encounters the adult World with its values, standards and demands that are new to him but are capable of causing anxiety which the child may attempt to alleviate by the use of defence mechanisms, behaviours that can attract aggression, psychological devaluation or rejection by the teacher or his or class mates. This can also lead to more serious feelings of worthlessness or aggression, anxiety, defence mechanism and negative environmental feedback. When a child from an indisciplined home comes to school, he is likely to become a problem in class because he is capable of using any available means to cause disruption in class and this is so because he came from a home where he is not or never been restrained. Also, when a child from an affluent home who had been over pampered by his parents comes to school and begins to display extravagant spending and use every opportunity to convince others that he can buy them over with his parents wealth such a child is already causing disruptive communication in class because he may be distracting other students from their studies.

**Other related child factors include:**

Immaturity-children who are too young for the class or who are too immature for their age may not be able to keep to class routines.

Intellectual Ability-the general level of intelligence can also influence how the child conducts himself in class.

Ignorance- the child may not be aware of certain practices in class or if he was never told about certain standard behaviours, he could out of ignorance disrupt class lessons. If the rule in class is that you do not push your chair noisily and the child did not know, this behaviour may communicate disruption.

Physical condition-the child may be sick, malnourished, easily bored or tired or he may be a very active and restless child. These physical states may predispose him to disrupt normal class functioning.

**Peer Influence**

Mukherji (2001) recognized that as “children grow older their role models are the members of their peer group. The adult influence becomes less important”. The influence of a child’s peer group must not be overlooked on the child’s development. The importance of peer relationships for a child development is so significant because of the impact of such peer relationships upon the child’s behaviour. Research had it that some antisocial behaviour in some children can be a quality that other peers can relate to (Mcphee& Craig, 2009). This can contribute to an expectation of the maintaining of this type of behaviour for the benefit of the peer group. The problem can then become self-perpetuating because within the group there is no adverse reaction to the inappropriate behaviour.

Desbiens and Royer (2003) have a different view from the last paragraph. They are of the view that children identified with behavioural problems find it hard to be

socially accepted by their peers. They highlighted the fact that because of the child's aggressive behaviour and lack of social skills, he or she is often rejected by peers and this rejection can escalate already diminished self-belief. This in turn can cause an increase in the aggressive or disruptive communication behaviour. Children who are rejected by the wider peer group will often form their own bonds with others with a similar disposition where such displays of antisocial behaviour are the common ground between the individuals and such behaviour will be encouraged.

Akubue (1991) further explained that children are drawn by two main drives known as Affiliation and Dominance. Affiliation is explained as the search for personal relationship and subtle patterns of intimacy while dominance is seen as efforts to control the thoughts, attitudes and behaviour of others in an attempt to gain recognition, admiration and prestige. These two forces attract pupils 'identification, introspection, modelling and help in shaping their distinctive behaviour and emotional attachments. The influence of a peer group on a child can be negative or positive depending on whether the aims of the groups are social or antisocial hence to a varying degree, the behaviour of one individual in a class affect the behaviour of others in the class. Sometimes the activities of the group to which the child belong is more appealing to him and others in the group than being members of a class This appealing attitude makes them to develop the mind of challenging the authority of a teacher in the class or the school authority.

### **Classroom Teachers**

Teachers are sometimes responsible for some of the disruptive communication behaviours in the classroom. The following points are put up to substantiate this factor by Mukherji (2001) , Akubue (1991) and Brophy (1998).Teacher's attitude in the class may create a climate which either produces or encourages behaviour problem, depending on whether these attitudes are negative or positive.



Teachers who care about their students may have fewer disciplinary problems than teachers who are insensitive to the general welfare of their students, their school and that of teaching. A Teacher who lacks self-confidence and a sense of humour may indicate problem of incompetence which is revealed in his being egocentric, evading and dull and he gets annoyed when students ask questions. Secondly, when a teacher dresses and it looks as if he or she is competing with the students then such a teacher cannot command the respect of the students because the students will look on him as if they are peers and this may cause the students to ridicule the teacher.

Teachers are parents' substitutes and as such have certain culturally determined roles which they must play and to forsake these roles is to invite disciplinary problems. In addition, when a teacher lacks confidence in communication to youngsters as in what a teacher says and how he says it can generate behavioural problems in class hence teachers with speech impediment will have problem with students who are very unsympathetic and intolerant to the point of cruelty. Similarly, a grating or shrill voice has little chance of commanding respect.

Teachers' personality and everyday behaviour in the classroom can become most motivational tool in preventing DCCB. To do so, teachers will need to cultivate and display the attributes of individuals who are effective as models and socialize by exhibiting emotional maturity, cheerful disposition, friendliness, sincerity and other qualities that indicate good mental health and personal adjustment. A teacher's attempt to socialize with students will have personal effects to the extent that students admire, value the teacher's opinion and believe the teacher has their interest in mind (Brophy, 1998). A Teacher should therefore get to know his students individually by their names, respond to their greetings warmly and through his interactions with the students, he can learn more about their background. While in the class a teacher can share his or her life experience

with his students as related to the topic treated, this will draw him more to the students and prevent DCCB because students will pay rapt attention.

Another important factor that a teacher can misuse is called Teachers' immediacy (Brophy, 1998). There are two types of teachers' immediacy that is, verbal and nonverbal immediacy. Verbal immediacy includes use of humour, personal examples, students' first names and the use of 'we' and 'our'. Non immediacy includes the use of eye contact, smiling, positive gestures, vocal variety, forward body lean and a relaxed body position. It is assumed that Teachers' immediacy behaviours increase students' liking for the teacher and their desire to study thoughtfully. Where a teacher fails to use or abuse this immediacy can trigger DCCB because the students will feel as if the teacher does not have their interest at heart since he does not know them in person and perhaps the teacher has no interest in his teaching profession. In addition, when a teacher refuses to modify educational activities, incorporate student preferences, reduce task difficulties or length, provide choices, and develop functional or age-appropriate activities can cause students' inappropriate or undesirable behaviour.

The leadership style adopted by the teacher could be an additional cause of DCCB. In a research study, some students when asked about their favourite teachers mention such qualities as caring about their individuals and seeking to help them to succeed as students, teaching interesting things and explaining them clearly, being fair and not playing favourites, not humiliating them, appearing to look down on them when they make mistakes or ask for help, yelling at them, or overreacting to their minor misbehaviour. However, students also say that they want teachers to articulate and enforce clear students' communication behaviour. Students view this not just as part of the teacher's job but as evidence that the teacher cares about them (Brophy, 1998). A dependable classroom leadership style adopted by the teacher help provides students with

the information and assistance they need to enable them to learn successfully. A teacher should seek to maintain a classroom structure that is optimal not only in the degree of direction that he provides but also in the manner in which he exercise leadership. The teacher can adopt any of the three types of leadership styles namely- the authoritarian, the democratic and the laissez-faire (Akubue, 1991 and Brophy, 1998).

**The Authoritarian:** This is a leadership style characterized as teacher-centred classroom, with high teacher dominant formal class teaching, convergent learning task competitiveness, low pupil verbal and physical activities and teacher directed communication. As a result, students are forced to be passive listeners and become so completely dependent on the teacher that they lack the power of initiation.

**Democratic:** A democratic teacher is concerned about the worth of every individual and therefore allows for greater student autonomy, tries to explore the views and ideas of students and makes allowance for divergent thinking. There is high-student verbal activity and more open teacher-to-student and student-to-student communication. This leadership style tends to create an atmosphere which disposes the learner to exhibit greater concern for individual needs, cooperation, group structuring, good friendly relationships, independence and initiative in the absence of the teacher.

**Laissez-faire:** Because this type of teacher does not worry about directing and guiding student activities, students are generally left free and invariably they end up taking laws into their hands especially when a little effort is made to impose restriction on behaviour. A teacher who lets loose his students will soon discover that there is wide spread dissatisfaction in the class.

It is necessary to make a point here that there may not be anything wrong with any of the leadership styles because situational factors may warrant the use of one or the abandonment of the other. Whichever of these leadership is adopted in a given situation,

the impact on the classroom climate and students' behaviour will depend on how well or how badly it is handled. For example, an authoritarian teacher will have a negative impact if he is so task motivated that he fails to respond favourably to the needs of the individual while a democratic teacher will have a poor result if he fails in the process to assist on goals being achieved. Perhaps a prudent interplay between the three leadership styles can be the best option. It is of interest to know that if a teacher does not use his leadership style adequately, his leadership style may trigger disruptive classroom communication behaviour particularly if the students are beginning to see an undertone in their teacher's style of leadership.

### **The School**

The school can contribute to disruptive classroom communication behaviour through insensitivity to students' individuality, inappropriate student expectations, inconsistent management of behaviour and instruction in non-functional and irrelevant skills, destructive contingencies of reinforcement and undesirable models of school conduct. When the school curriculum is out of joint, that is when it misses a good cross-section of student then, the school is breeding ground for behavioural problems because some students who may belong to a category that cannot cope with instructions at any given time can easily find excuse for diverting to other activities. Furthermore, the school climate can impinge on student behaviour when the school is not regarded as a place where a student enjoys not only learning but also a living. Also where a school shows little or no concern about the care and maintenance of her building, it is not likely to promote a feeling of pride or a sense of identity among her students. The behaviours of some staff members can further stir all forms of the DCCB among students. Such misbehaviours from staff could be open quarrels and insubordination whether with or to the principal or any Head, insincerity and lack of devotion to duties, in punctuality or

irregularity in class attendance, unwillingness to prepare or deliver lessons efficiently can generate ill-feeling and resentment which may condition students to resort to disruptive classroom communication behaviour because they are not fully challenged with educational activities.

In addition, existence of factions among the staff which are often engineered by some influential members when they are in disagreement with the school authority may further trigger DCCB among the students. Vaughn and Bos, 2009 observe that when the school does not have a well-designed daily classroom schedule allows for disruptive classroom communication behaviour. Sometimes, the school may come up with an impromptu activity without prior notice to the students thereby revising what the students are familiar with hence the students may see the situation as an opportunity to behave as they like and go wide in their expression of disapproval of such school decision.

#### **Classroom arrangement and class size**

According to Vaughns and Bos 2009, the physical outlook of a classroom should be flexible enough to allow for different instructional arrangement. Classroom arrangement and class size is another factor to consider under the school as a cause of DCCB. Noises and crowding in a classroom sometimes increase undesirable behaviours. Arranging the furniture in the classroom to partition some areas can reduce noise levels and limiting the number of students in any area can reduce crowding. For example the classroom should be arranged to give space for the teacher to move around freely without creating a distraction while teaching. The classroom should also not be overcrowded because if the number of students in a class is too large the teacher can get frustrated in trying to control such a large number hence the teacher may give up trying to control the students thereby giving room for students to exhibit disruptive communication behaviour

in the class. For a classroom teacher to minimize DCCB, the following eight points should be kept in mind when arranging the class:

- To the extent possible, place the recreational and audio-visual/computer areas away from the teaching area. These areas will naturally be somewhat noisier than the other area or a separate room should be created for computers.
- Place students' materials in an area where students can easily get to the materials without bothering other students or the teacher. Preferable, such materials should be put in their desks and students should be taught how to open and close their desks quietly without distracting others.
- Teachers should place teaching materials directly behind where he or she teaches so that he or she can reach out to the materials without having to leave the instructional area.
- If there is a time-out area, place it out of the direct line of traffic, use partitions that keep a student in the time-out area from having visual contact with other students.
- Place all the materials needed for learning in the learning centre area. In this way, students will not be moving around the room to collect needed materials.
- Make the recreational area comfortable with a carpet, comfortable reading chairs, pillows and a small game table.
- Instruct several students as to where materials and supplies are kept so that when students cannot find what they want, they do not need to ask the teacher but should ask other students.
- Establish procedures and settings for students who have completed tasks and / or are waiting for the teacher (Vaughn &Bos, 2009).

## **Rules setting and Classroom procedures**

In every human organisations, rules setting is very essential for proper conduct and effective interaction. Elliott, Kratochwill, Cook and Travers (2000) stated that for the coming together of people (whether children or adults) to be meaningful and achieve a particular goal, their behaviours must be subject to rules, otherwise, goal attainment is doomed. You may have had experience in attempting to learn in a setting where individual misbehaviour constantly disrupted the class. If you were intent on learning, you probably became frustrated quickly. Many rules are explicit and openly discussed. Behaviours such as tardiness, fighting and talking in class cannot be tolerated for the good of the entire group. Policies on other behaviours, such as leaving the room, sharpening pencils or getting a drink of water can become more explicit if they are known by the students and rules guiding such policies are established. For a student to leave the classroom the teacher can teach the students to indicate by a raise of hand and this rule can apply to other routine such as wanting to collect something from a fellow student, leaving the classroom or trying to ask the teacher question.

Effective secondary school teachers should clearly and unmistakably state the desired behaviours for their classes, give precise indication of the expected work standards in their classes and act immediately to check disruptive classroom communication behaviour (Evertson and Emmer, 1982). It is essential to establish processes and procedures early in the year that provides students with a clear understanding of the class routines and the behaviours that are acceptable within these routines. Organizing these acceptable practices as a group and establishing them early is a critical first step for successful classroom management. The teacher should inform the students of the classroom rules and involve the students in a discussion on how to effect the rules. The more specifically a teacher defines what he or she wants students to do and

not do, the more likely the teacher is to see those communicative behaviours that are disruptive. For example teacher should provide clear expectations about the following:

- When it is acceptable to talk with peers and when it is not.
- When it is acceptable to move around the classroom and when it is not.
- How students are expected to move from the classroom to the school setting.
- Behaviours expected during typical class routines such as group work, whole-class instruction, and individual study time.
- When and how assignments should be submitted.
- What students should do when they have a conflict with another student (Vaughn and Bos, 2009)

The purpose of some classroom rules is to regulate student behaviours that are likely to disrupt learning and teacher activities and such behaviour that can cause damage or injury to property or other students. In addition, sharing the classroom rules and demonstrating the rewards of working within the rule system is particularly important for students with communication behaviour problems. Making rewards contingent on full class participation can also assist a teacher because students will encourage each other to work within the rule system. The classroom teacher should set rules based on the social context of the school and the classroom teaching and learning process. Vaughn and Bos, 2009 had given some guidelines to use in developing and implementing classroom rules and management systems as follows:

- Have the students help in selecting rules for the classroom.
- Select the fewest number of rules possible.
- Check with the principal or the appropriate administrative personnel to determine whether the rules are within the school guidelines
- Select rules that are enforceable.



- Select rules that are reasonable.
- Determine consistent consequences for rule infractions.
- Have students evaluate their behaviour in relation to the rules.
- Modify rules only when necessary.
- Have frequent group meetings in which students provide self-feedback as well as feedback to others about their behaviour.
- Allow students to provide solutions to nagging
- Decide on a few important rules as necessary.
- Make rules absolutely clear to all.
- Enforce rules for all.
- Avoid playing favourites

### **The Home**

Attitudes learned from close associates affect the child's behaviour. These associates can be the child's family, neighbourhood and community. Parental love is a powerful determinant of behaviour. Children rejected by their parents or those from broken homes are much more likely to have behavioural problems than those reared in warm loving environment. On the other hand, over protection can have its own negative impacts in subsequent class behaviour? Parental attitude in terms of reassuring support or lack of it, too much pressure to succeed or no provision of reassurance or over solicitude can influence children for better or for worse.

Disharmony in the home (a situation where the father and mother are always quarrelling and sometimes to the point of physical combat), biased parental preferences for one child over the other can create difficulties. If parents are highly restrictive, their child is likely to identify himself as being naughty and with time as being a naturally bad

child; a self- image he is likely to live out in school. Finally, an important consequence of the poor emotional background of many children is that they are likely to compete for the teacher's attention in terms of thoughtfulness, consideration, concern and protection against the feelings of frustration experienced at home (Akubue, 1991). Akubue, 1991 further gives specific examples which illustrate how parents have helped aggravated students classroom disruptive communication behaviours. Some of the examples are:

Some parents use their influential position to thwart disciplinary measures taken by principals especially when they affect their wards. Some parents are so blind to their children's faults that they are always prepared to take sides with their wards. Such students break school rules with impunity, trusting in the protection of their influential parents. Whatever the offences are, they can never accept suspension or expulsion as corrective measures, but would go any length to oppose these measures. Some parents neglect their responsibilities to their wards by failing to provide them with basic requirements- textbooks, uniforms, and pocket money. Some even fail to pay their children school fees in time. This negligence leads such students to absenteeism, truancy, pilfering and negligence of their studies. There are other forms of negligence like failing to probe the character and performance of their wards; for instance when students bring home articles of dress, books, pen etc that are not provided by their parents.

In addition, Odoemelam (2004) opines that communication failure at home could trigger disruptive classroom communication behaviour. When there is communication failure between parents and their children such that parents discourage children from asking questions and they also fail to foster information exchange that is essential for intellectual stimulation and growth. Some parents are too busy to listen to their children and understand the conflict and pressures they are facing. Soon they fail to give the child the needed support and assistance they need during crisis periods. In another instance,

some parents claim to abhor lying, when it is apparent to their children that they are lying. This builds up anger and hatred in the minds of children because they cannot confront parents immediately. This bottled up anger will later manifest in disruptive behaviour.

### **Faulty Child rearing style**

Faulty child rearing style is considered another factor in the home that may cause DCCB. Everything one does to a child contributes to the formation of his adult character directly or indirectly. Most parents are confused with respect to the appropriate forms of discipline to use. In some homes, over permissiveness and lack of discipline lowers the child's sense of reasoning. They can no longer draw a line between what is wrong or right. Over permissiveness in care giving, provision for the child's every demand and freedom of communication and movements- lead to disruption and aggression which are later viewed as unacceptable in adult stage. Odoemelam (2004) observes that overly indulged children have been found to be characteristically spoiled, selfish, inconsiderate and demanding.

In another instance, overly severe discipline and over restrictiveness lead to disruptive classroom communication behaviours. Some parents in an attempt to inculcate desirable behaviour in their children employ severe discipline and over restrictiveness. In such homes, there is no cordial communication between parents and children. Children are not permitted to express their feelings or raise any objections to parental demands. Overly severe discipline combined with over-restrictiveness tends to incite rebellion which often occurs as a step in breaking out of parental restriction (Odoemelam, 2004).

Kolo (2010), highlight indices of an ineffective parenting which can lead to the manifestation of disruptive classroom communication behaviours. He highlights such indices as:

**Frustrations of children:** Children who are constantly frustrated are products of unsuccessful parenting because they are constantly provoked by their parents. Kolo (2010) explained that parents frustrate their children by denying them independence in trying things out on their own and not wanting them to make a mistake not to say learn from their mistakes. Correcting our children without explaining to them reasons behind the correction and forcing children into careers or educational pursuit can lead to a child getting frustrated and; he carries the frustration to the classroom, manifesting behaviours that disrupt the teaching and learning process.

**Lack of training and admonition:** Where parents do not have time to teach and properly instruct their wards can breed disruptive communication behaviour in class. Most parents seem too busy pursuing how to make ends meet to the detriment of training their children. And this child's training is so essential because it is the foundation to anything the child can become in life. Training a child can help the child against negative peer pressure and equip the child to adequately face other challenges that may come his ways in life, hence parents should shower their children with love, encouragement, joy and help their belief. Kolo (2010), further highlights the characteristics of effective parents as parents who are able to adapt and change their child rearing methods to produce positive results, parents who have sense of humour to liven the children and make them feel more relaxed, parents who are patient and work together as a team .

**Birth order:**

Also, large family size and birth order (birth order means the child's number whether the first child or the second and so on) may lead to careless and insufficient supervision. Parents may become tired and weary of supervising their children due to the demands of meeting children's financial need in present day World. This large family size may hinder them from noticing any form of disruptive behaviour in their children because

they do not have time for the individual child particularly depending on the number of children, the number of male children and that of the female children in the family. Odomemelum (2004), Swanson and Willis (1981) agree with Musgrove leading, (1979), that certain family patterns are among the circumstances to aggressive and disruptive behaviour by children and the youths. Among such causes are parent dissatisfaction with the child, emotional inadequacies of parents themselves, family permissive towards disruptive behaviours, lack of adequate parental supervision, general family discord and the use of painful physical punishment as a means for controlling the child's behaviour.

### **Environmental Factor**

Gordon and UNESCO (2000) see the environment where the child grows as having a very significant influence on the development of the child's personality and on his or her subsequent behaviour and attitudes. The environment here refers to the child's community, Society and culture. For normal development, there must be a good positive environmental influence on the child. A bad environment will adversely affect normal development and behaviour. Gordon and UNESCO (2000) also identified social and physical environment as contributors to the type of behaviour manifested by a child. Neither families nor schools provide all the social influences that determine how children behave. Children, families and teachers are part of a larger culture that moulds behaviour. Parents and teachers tend to hold values and set behavioural standards and expectations, consistent with those of the cultures in which they live and work. Children attitudes and behaviour lean towards the cultural norms of their families, peers and the communities.

When a child's family or school values or expectations conflict with other cultural norms, behavioural development may be adversely affected or she will violate cultural norms and be labelled a deviant .Students are likely to behave in the way they do because of the challenges they face. We should also appreciate that there are many conflicting and

widening choices in the modern World. For instance, Television shows, Video shows, Movies and Magazines glamorize the behaviour and values of conspicuous models that are incompatible with the standards of many families. Imitation of these models results in parental disapproval. In another instance, the different religious groups in the community may preach against certain behaviour that is normal in the larger community, behaviour such as dancing and dating. Children and young people who conform to these religious teaching may be rejected by peers and stigmatized or socially isolated while those who violate religious teaching may feel extreme guilt. Some problems such as child-abuse, ambitions and rural-urban migration can cause a child to misbehave in class (UNESCO, 2000).

#### **2.4 Theoretical framework**

A theory is a group of related statements that can give functional meaning to an event hence this study explores three theories to support the bases for the research study. The three theories that anchored this study will be discussed extensively in this session. In order to have a proper understanding of the two counselling intervention techniques that this study employed, there is a need to understand what behaviour is and have a view of behaviour modification. According to Wikipedia (2014), human behaviour refers to the range of behaviours exhibited by humans and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and genetics. Human behaviour is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith and attitude. To the researcher, behaviour is an expression and manifestations of one's inner thoughts and attitudes to prove self-worth and living. Behaviour from researcher's perspective may be in conformity or in opposition to societal norms.

Halper (2015) and Amy (2015) viewed Behaviour modification as a therapeutic technique based on the work of B. F. Skinner, a famous psychologist who is known as the father of “Behaviourism”. Skinner developed a theory of operant conditioning which states that all behaviour is governed by reinforcing and stimuli. Skinner’s theory is fairly straight forward process that uses a behaviourist approach to explain the science behind behaviour change. Although it was based on research with laboratory rats, it’s definitely applicable to humans as well. Behaviour modification uses a scheduled approach that rewards desired behaviour and “punishes” undesirable behaviour. This technique continued to be used in the therapy and is used in many psychological settings. Behaviour modification is an effective technique used to treat many disorders such as attention deficit disorder, autism, disruptive behaviour, oppositional defiant to mention a few.

Furthermore, the fundamentals of behaviour modification can be used to increase desired behaviours in any individual regardless of functional level. For example, a parent who wants her child to consistently make the bed may use behavioural techniques to help achieve this goal. Behaviour can also be implemented on a systematic scale to increase productivity within organisations and businesses. An aspect of behaviour modification theory opined that, behaviour is defined as being externally controlled by aspects of the environment. In this sense, both inside and outside of our body constitutes an environment. For example, behaviourists believe that if a person sees a Lion and runs away, he is not running because he is “scared”. Instead, he is running because those that did not run in the past died, and therefore the urge to run is a result of the survival of those that ran and lived to pass on their genes. In addition, the subjective feeling of being “scared” is considered a flight or fight reflex, not an emotion. The heart races and adrenaline increases as the central nervous system reacts to the”

environment” of the body. Therefore, anything a person does, from snoring to talking can be target for behaviour modification.

**Reinforcement and Punishment:** Halper, (2015) further stressed that the concept of reinforcement and punishment is used differently in behaviour modification. Anything that increase behaviour is considered reinforcement and anything that decreases behaviour is considered punishment. The tricky part is that both reinforcement and punishment can be positive or negative. Positive refers to something added to the environment and negative is something taken away. An example of positive reinforcement might be giving a child a hug when she does a good job. An example of negative reinforcement might be turning off an annoying sound when the child does a good job. Likewise, an example of positive punishment is making a child do extra chore after she does something bad. An example of negative punishment is taking away the child’s favourite toy when she is bad.

### **How to Use Reinforcement in Therapy**

Halper (2015), stressed that to modify behaviour, good behaviour must be reinforced and poor behaviour must be punished. However, behaviours themselves are typically broken down into components so that the individual gets reinforced for every action that more closely approximates the desired behaviour. For example, if a therapist’s goal is to teach an autistic child to say “mom”, he might start on day one with a goal of the child saying “mmmm”. Every time the child makes the “mmmm” sound on cue, she gets reinforced with something she likes (typically an opportunity to play for 30 seconds or a small piece of candy). Then once that goal has been consistently achieved, the therapist no longer reinforces just the “mmmm”, he now only reinforces a “maa” sound. In situations like this, if the child reverts back to prior step, such as saying “mmmm” after



she has already said “maa” several times, punishment consists of lack of reinforcement coupled with the therapist looking away and ignoring the child for 10 seconds.

### **Behaviour modification in Everyday Life**

Although the concept of behaviour modification may seem theoretically complicated, its real life application is actually quite simple. If a person is reinforced every single time she does something good, eventually the reinforcement loses its power. When using behaviour modification with the general population, such as your co-workers or family, initially reinforce what you want with consistency, then as they start to respond, change your schedule of reinforcement to every third time they do what you want. After a while, change it again to every fifth time. For example, if you want your husband to open the car door for you then arrange a situation where he has to open the door, such as holding a huge bag of groceries. Once he opens the door the first time, look at him in the eye and tell him what an amazing person he is. Don't explicitly connect the comment to the door opening, but do make sure that the comment directly follows the desired behaviour. It might take sometimes but eventually he will open the car door on a fairly consistent basis. Once that happens do not compliment him every time. Instead, change from a modification stage to a “maintenance” stage and compliment on average every third to seventh time he opens the door.

### **Principles Underlying Behaviour Modification**

Huitt (1994, 2014) had highlighted some of the principles for using behaviour modification. The principles are as follows:

To develop new behaviour-

1. Successive Approximation Principle- to teach a child to act in a manner which he has seldom or never before behaved, reward successive steps to the final behaviour.
2. Continuous Reinforcement Principle-To develop a new behaviour that the child has not previously exhibited, arrange for an immediate reward after each correct performance.
3. Negative Reinforcement Principle- to increase a child's performance in a particular way. You may arrange for him to avoid or escape a mild aversive situation by improving his behaviour or by allowing him to avoid the aversive situation by behaving appropriately.
4. Modelling Principle- to teach a child new ways of behaving, allow a child to observe a prestigious person performing the desired behaviour.
5. Cueing Principle- to teach a child to remember to act a specific time, arrange for him to receive a cue for a correct performance just before the action is expected rather than after he has performed it incorrectly.
6. Discrimination Principle-to teach a child to act in a particular way under one set of circumstances but not in another , help him to identify the cues that differentiate the circumstances and reward him only when his action is appropriate to the cue.
7. Decreasing- (Reinforcement Principle)-to encourage a child to continue performing an established behaviour with few or no rewards, gradually require a longer time period or more correct responses before a correct behaviour is rewarded.
8. Variable Reinforcement Principle- to improve or increase a child's performance of a certain activity, provide the child with an intermittent reward.
9. To maintain an established behaviour:

10. Substitution Principle-to change reinforcers when a previously effective reward, is no longer controlling behaviour, present it just before for as soon as possible to the time you present the new hopefully more effective reward.
11. Satiation Principle- to stop a child from acting in a particular way, you may allow him to continue or insist that he continues performing the undesired act until he is tired of it.
12. Extinction Principle- to stop a child from acting in a particular way, you may arrange conditions so that he receives no rewards following the undesired act.
13. Incompatible- Alternative Principle- to stop a child from acting in a particular way, you reward an alternative action that is inconsistent with or cannot be performed at the same time as the desired act.
14. Punishment Principle-to stop a child from acting in a certain way; deliver aversive stimuli immediately after the action occurs, since punishment results in increased hostility and aggression. It should only be used infrequently and in conjunction with reinforcement.

To Modify Emotional Behaviour;

15. Avoidance principle- to teach a child to avoid a certain type of situation, simultaneously present to the child the situation to be avoided for representation of it and some aversive condition for its representation.
16. Fear Reduction Principle- to help a child overcome his fear of a particular situation, gradually increase his exposure to the feared situation while he is otherwise comfortable, relaxed and secure or reward.

There are two learning theories explored by this study. These theories are operant conditioning and Classical Conditioning.

#### 2.4.1 Skinner's Operant Conditioning Theory

Operant conditioning theory was developed by Burrhus Fredric Skinner. The theory is based on the control of behaviour using reinforcement and punishment. In operant conditioning, Skinner according to Taylor and Buku (2003) proposed that learning cannot occur without some forms of reinforcement. Skinner contended that behaviour that are reinforced will tend to be repeated and those that are not, tend to be extinguished. Operant conditioning is a type of learning in which behaviour is altered by systematically changing consequences. Skinner cited in Elliott et al (2000) stated that the environment (that is, parents/teachers, peers) reacts to our behaviour and either reinforces or eliminates that behaviour. The environment holds the key to understanding behaviour. Operant denotes the fact that animal operates (act) on its environment so as to produce an effect. One of the fundamental laws of operant conditioning is reinforcement. Skinner believed that the best way to understand behaviour is to look at the causes of an action and its consequences which he called Operant Conditioning (McLeod,2007). Operant conditioning refers to a kind of learning process where a response is made more probable or more frequent by reinforcement. It helps in the learning of operant behaviour, the behaviour that is not necessarily associated with a known stimulus. Skinner stated that most often, most of our responses cannot be attributed to known stimuli. The organism itself initiates the behaviour and operates on the environment which in turn responds to the activity. Operant Conditioning means roughly changing of behaviour by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behaviour:

**Neutral Operants:** Responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.

**Reinforcers:** Responses from the environment that increase the probability of a behaviour being repeated. Reinforcers can be either positive or negative.

**Punishers:** Response from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour.

Reinforcement is a consequence that will strengthen an organism's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. This strengthening effect may be measured as a higher frequency of behaviour (e.g. pulling a lever with greater force), or shorter latency (e.g. pulling a lever more quickly following the antecedent stimulus). Although in many cases a reinforcing stimulus is a rewarding stimulus which is "valued" or "liked" by the individual (e.g. money received from a slot machine, the taste of the treat, the euphoria produced by an addictive drug), this is not a requirement. Indeed, reinforcement does not even require an individual to consciously perceive an effect elicited by the stimulus (wikipedia, free encyclopedia 2013).

According to Skinner cited in Mcleod (2007), there are two types of Reinforcement. These two types of reinforcement are Positive and Negative reinforcement. If a stimulus is presented immediately increases the probability that the behaviour will occur again, the stimulus is called a positive reinforcement. Positive reinforcement strengthens a behaviour by providing a consequence an individual finds rewarding. Skinner opines that, giving positive reinforcement (reward) greatly enhances the likelihood that a response will be repeated in similar circumstances. Giving a child candy for cleaning his room by his mummy ((behaviour) is an example of a positive reinforcer. The child will learn to clean his room will receive something positive –the candy (stimulus) in return for cleaning his room ( behaviour) more often in the future. For example, if a classroom teacher gives a student two hundred naira (#200.00) for completing a class work as scheduled (i.e a reward) the student is likely to repeat this

behaviour in the future thus strengthening the behaviour of completing a class work at the appropriate time. Positive reinforcement is most times referred to as a reward. When behaviour are rewarded, there is an increase in the exhibition of such behaviour. There is Self-reinforcement (an individual rewarding self for a good behaviour) and there is also External reinforcement (when others reward one's behaviour).

McLeod, 2007 viewed negative reinforcement as the removal of an unpleasant reinforcer in order to strengthen behaviour. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal. Negative reinforcement strengthens behaviour because it stops or removes an unpleasant experience. For example, if a student does not complete a class work such a student will be asked to pay one hundred naira to his or her class teacher. Therefore, if such student does not want to pay such an amount of money, he or she will complete his or her class work thus the behaviour of completing a class work is being strengthened. Skinner showed how negative reinforcement worked by placing a rat in his skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. As the rat moved about the box it would accidentally knock the lever. Immediately it did so, the electric current would be switched off. The rat quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that it would repeat the action again and again. Skinner taught the rat to avoid the electric current by turning on a light just before the electric current came on. The rat soon learned to press the lever when the light came on because they knew that this would stop the electric current being switched on. These two learned responses are known as Escape learning and Avoidance learning. Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it (McLeod, 2007).

There are other categories of reinforcers such as Primary reinforcers, Secondary reinforcers, and generalized reinforcers. The importance of reinforcement and the identification of classes of reinforcement led Skinner to consider what happens to behaviour that escapes constant reinforcement for some reasons. You don't reinforce your students for every desired response they exhibit. Students receive periodic grades and workers receive weekly or monthly checks but both students and workers continue to behave appropriately. The answer lies in the effectiveness of intermittent reinforcement (that is when only some occurrences of response are reinforced) especially the use of schedules of reinforcement. Four classes of schedules have been identified by Elliot et al, 2000.

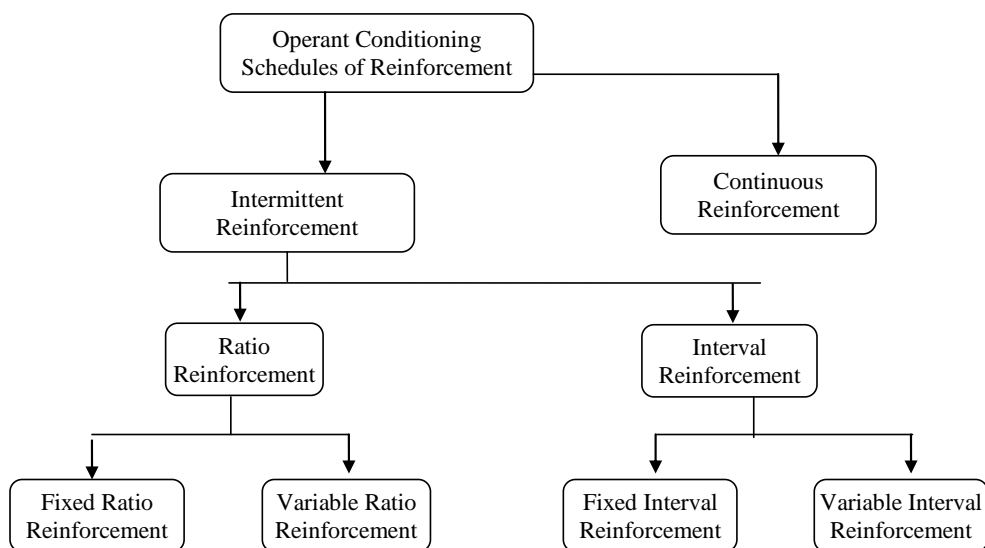
**Fixed ration-** where reinforcement depends on a definite number of responses. If you require students to complete thirty workbook problems before they can do something else, perhaps more exciting you have put them on a fixed ratio schedule.

**Variable ratio-** where the number of responses needed for reinforcement varies from one reinforcement to the next. The number of required responses may vary and students never know which responses will be reinforced. For example, some teachers don't want to see only completed projects, they want to see the project work during the various stages of progress and mark what has been done.

**Fixed interval -** where a responses results in reinforcement after a specific length of time. The sequence is as follows: reinforcement-twenty seconds-reinforcement, reinforcement twenty seconds-reinforcement. Note that responses made during the twenty-five-second intervals are not reinforced. Teachers occasionally fall into a pattern in which they have students work independently, and then ask for responses perhaps ten or fifteen minutes into the work period. Students learn this pattern and start to work just before the teacher is due to call on them.

**Variable interval-** where reinforcement again depends on time and a response, but the time between reinforcements varies. Rather than waiting for a standard ten or fifteen minutes, teachers ask for responses at different times immediately, later, and in the middle of the class.

**Negative reinforcers and punishment:** These two terms should not be taken to have the same meaning. Whereas reinforcers, positive as well as negative strengthen behaviour, punishment weakens it. Punishment has consequences which are not reinforcing or do not strengthen behaviour and aims at reducing behaviour by imposing unwelcome consequences (Mangat, 2010). On the other hand, negative reinforcers, strengthen desirable behaviour by withdrawing unpleasant experiences.



**Fig. 2.2: Operant Conditioning Schedules of Reinforcement**

One may infer from the previous paragraphs that Reinforcement and its schedules play a key role in the conditioning of operant behaviour and acquisition of learning. Where a continuous reinforcement schedule increases the response rate, the discontinuation of reinforcement may result in the extinction of that response or



behaviour. A continuous reinforcement schedule, thus, yields the least resistance to extinction and the lowest response rate during learning. Learning of a response, therefore, occurs quickly if every correct response is rewarded, but it is forgotten easily when the reinforcement is stopped. If reinforcement is given after a varying number of correct responses or at varying intervals of time, the response is remarkably resistant to extinction. However, the fixed interval reinforcement schedules are found to provide the lowest yield in terms of performance as the individual may soon learn to respond correctly only when the time of turn of reinforcement arrives. Similarly, he may lose interest in getting reinforcement after a fixed interval or fixed number of correct responses. Weighing all these properly, Skinner suggests a 100 per cent schedule to begin with, followed by a fixed interval or fixed ratio schedule to finally arrive at the variable reinforcement schedule for better results in learning or training.

Some of the implications of the theory of operant conditioning are:

Operant conditioning has revolutionized the field of training or learning by putting forward the following practical ideas and implications:

A response or behaviour is not necessarily dependent (contingent) upon a specific known stimulus. It is more correct to think that a behaviour or response is dependent upon its consequences. Therefore, for training an organism to learn a particular behaviour or response, it may be initiated to respond on such a way to produce the reinforcing stimulus. The individual's behaviour should get the reward and he should in-turn act in such a way that he is rewarded again and so on. Therefore, the learning or training process and environment must be so designed as to create the minimum frustration and maximum satisfaction in a learner to provide him with proper reinforcement for the desired training or learning.

The principle of operant conditioning may be successfully applied in behaviour modification. We have to find something which is rewarding for the individual whose behaviour we wish to modify, wait until the desired behaviour occurs and immediately reward him when it does. When this is done, the frequency which the desired response occurs goes up. When the behaviour next occurs, it is again rewarded and the rate of response goes up even further. Proceeding in this manner, we can induce the individual to learn the desired behaviour. In its most effective application, the theory of operant conditioning has contributed a lot to the development of teaching machines and programmed learning. The theory of operant conditioning has shown that learning proceeds most effectively if:

- The learning material is so designed that it produces fewer chances for failure and more opportunities for success.
- The learner is given rapid feedback concerning the accuracy of the learning and the learner is able to learn at his own pace.

One can deduce from the preceding paragraphs that Skinner Operant conditioning theory had influenced education as well as psychology in both his ideology and literature. In Skinner's view, education has two major purposes: first is to teach repertoires of both verbal and non-verbal behaviour, and secondly, to encourage students to display an interest in instruction. Skinner endeavored to bring students' behaviour under the control of the environment by reinforcing it only when particular stimuli were present. Because he believed that human behaviour could be affected by small consequences, something as simple as "the opportunity to move forward after completing one stage of an activity" could prove reinforcing. Skinner favoured active learning in the sense that students were not merely passive recipients of information doled out by

teachers. He was convinced that a student had to take action “to acquire behaviour, the student must engage in behaviour”.

In Operant conditioning, the consequences of behaviour produce changes in the probability that the behaviour will occur. Reinforcement and Punishment are the two main concepts in Operant conditioning. The following are some examples on how Operant conditioning can be applied in the classroom:

- Recognize and reinforce positive behaviour and genuine task accomplishments.
- Use various types of reinforcement such as teacher approval (praise, smiles, attention and pats on the shoulder), concrete reinforcement (cookies, candies and stationeries) and privileges (longer recess time and more time with friends).
- Reinforce good behaviour and punish bad ones consistently.
- Use schedule of reinforcement, such as surprise rewards, to encourage persistence.
- Use positive punishment as the last option. Use negative punishment such as detention class instead.
- Punish students' behaviour, not their personal qualities.
- Tell the students which behaviour is being punished.

#### **2.4.2 Classical Conditioning Learning Theory**

The concept of classical conditioning was developed by a Russian Physiologist, Ivan Pavlov (1849-1936). Classical conditioning according to Papalia, Feldman and Olds (2007) is a type of learning which is based on the association of a stimulus that does not ordinarily elicit a particular response. The key element in classical conditioning is Association. It means that if two stimuli repeatedly experienced together, they will become associated. For example, if a student frequently encounters unpleasant stimuli in

Mathematics class such as unfriendly teachers, difficult questions and a lot of homework he may learn to dislike mathematics.

Pavlov theory measured how much saliva dogs produce when given meat. After a few days in the experiment, Pavlov noticed that the dogs in his laboratory started salivating when the laboratory attendant entered the room with the meat dish, before meat was placed in their mouth. This aroused Pavlov's curiosity and he pursued the issue with more experiments. For example, he sounded a bell just before presenting his dogs with food. After hearing the bell many times right before getting fed, the dogs began to salivate as soon as the bell rang. In other word, the dogs had been conditioned to salivate in response to a new stimulus (the bell) that normally would not produce salivation. The dogs had learned to associate the bell with food.

### **Types of Stimulus and Response**

There are two types of stimulus and two types of response in classical conditioning. The stimulus are: Unconditioned stimulus and conditioned stimulus.

The two responses are: Unconditioned stimulus and conditioned response.

Unconditioned Stimulus (UCS) - can produce the response without any learning for example: meat.

Conditioned stimulus (cs)- acquired the ability to produce the response because it was paired (associated ) with the unconditional stimulus. Example: Bell.

Unconditioned response (UCR) - this is the unlearned or inborn reaction to the unconditioned stimulus. Example: salivation.

Conditioned response.

Steps in the Process of classical Conditioning.

Step1- Before conditioning: Before conditioning, the bell is a neutral stimulus, Neutral stimulus (NS) is a stimulus (NS) is a stimulus that, before conditioning, does not

naturally bring about the response of interest ( Feldman, 2005). NS is the bell which brings about no salivation. However, an unconditioned stimulus (UCS) can produce an unconditioned response (UCR). UCS- meat can produce UCR (salivation).

Step 2- During conditioning procedure: During the conditioning procedure, the neutral stimulus (NS-bell) is presented. It is immediately followed by the unconditioned stimulus (UCS-meat) to produce unconditioned response (UCR-salivation).

Three common phenomena in classical conditioning are:

- Generalization-occurs when similar stimuli to a CS produce CR. A student may generalize his fear to Physics and Chemistry tests although he had performed poorly only on Mathematics test. In this case, the Physics and Chemistry tests were similar stimuli to the Mathematics test and they produced the CR by themselves.
- Discrimination- is the opposite of generalization. It refers to the ability to differentiate between similar stimuli. For example, a student may feel fear during Mathematics test but not during Physics or Chemistry tests. This shows that the student is able to discriminate between appropriate and inappropriate situations for a response.
- Extinction- is the process of unlearning a learned response because of the removal of the original source of learning. In Classical conditioning, extinction is done by repeatedly presenting the CS without the US. This action will decrease the frequency of previously CR eventually, the CR disappears. In the example mentioned above. If the repeatedly passes the Mathematics tests, his fear of Mathematics tests will disappear.

Applying Classical Conditioning In The Classroom.

The key element in classical conditioning is Association. Therefore, teachers are encouraged to associate variety of positive and pleasant events with learning and classroom activities. For example, a teacher may:

- Use attractive learning aids.
- Decorate the classrooms.
- Encourage students to work in small groups for difficult learning tasks.
- Greet the students and smile at them when he comes to teach classroom.
- Inform the students clearly and specially the format of quizzes, tests and examinations.
- Make the students understand the rules of the classrooms.
- Give ample time for students to prepare for and complete the learning tasks.

#### **Implication of Classical Conditioning Theory in the Classroom**

Teachers should try to make sure that students associate positive emotional experiences with learning. If a student associate negative emotional experiences with school then this can obviously have bad results, such as creating a school phobia. For example, if a student is bullied at school they may learn to Associate school with fear. It could also explain why some students show a particular dislike of certain subjects that continue throughout their academic career. This could happen if a student is humiliated or punished in class by a teacher.

#### **2.4.3 Theory of Trial and Error Learning**

Edward L. Thorndike(1874-1949) was the proponent of the theory of trial and error learning based on his findings from his experiment. Thorndike believed learners to be empty organism who responded to stimuli more or less randomly and automatically.

According to McLeod (2007), Thorndike devised a classic experiment in which he used a puzzle box to experiment the laws of learning. He placed a cat in the puzzle box

which was expected to escape in order to reach a scrap of fish placed outside the box. Thorndike would put a cat into the box and time how long it took the cat to escape from the puzzle box to reach the fish. Along the line, the cats would stumble upon the lever which opened the cage when it had escaped it was put in again and once more the time it took to escape was noted. In successive trials the cats would learn that pressing the lever would have favourable consequences and they would adopt this behaviour of becoming increasingly quick at pressing the lever.

Based on the results from his experiment, Thorndike stated these three Laws of learning below. These Laws of learning are;

1. Law of Readiness- The Law of readiness to account for the motivational aspects of learning and was tightly coupled to the Language of science and neurology. The law of readiness was stated as “for a condition unit ready to conduct to do so is satisfying and for it not to do so is annoying”.
2. Law of Exercise- The law of Exercise had two parts which are the law of use and the law of disuse. This Law stated that connections grow stronger when used and it grows weaker when not in used.
3. Law of effect-The law of effect stated that connections are strengthened only when the making of the connection results in a satisfying state of affairs and that they are weakened when the result is an annoying state of affairs. The law of effect states that responses that produce a satisfying effect in a particular situation become more likely to occur again while responses that produce a discomforting effect are less likely to be repeated. For example the hungry cats inside the puzzle boxes learn the effect of certain behaviour and would repeat those behaviour that allowed them to escape faster.

The three laws and particularly the law of effect are at work in human behaviour because from childhood, we learn which actions are of benefit to us and those that can destroy us through a similar trial and error process. The law of effects further explains behaviour from an external, observable point of view. It does not account for internal, unobservable processes that also affect the behaviour patterns of human beings.

Thorndike's theory of trial and error learning therefore applies to the use of Time-out counselling technique in this study because the students would receive a form of negative reinforcers for the exhibition of any form of Disruptive Classroom Communication behaviour. The researcher believed that upon many trial and errors by the students and learning from mistakes, the students will learn the target behaviour that would enhance effective teaching and learning process in classrooms. The Law of Effect stated that behaviour are modified by their positive or negative consequences. The Law of Effect is a major component of Behaviourism. It depends solely on what can be observed in human behaviour and the Law of Effect has been applied to nearly every aspects of human life.

Classical conditioning is relevant to this study because it emphasizes the importance of learning from the environment and supports nurture over nature. However, it is limiting to describe behaviour solely in terms of either nature or nurture (environment). Strength of classical conditioning theory is that it is scientific. This is because it's based on empirical evidence carried out by controlled experiments. For example, Pavlov showed how classical conditioning can be used to make dog salivate to the sound of a bell. Classical conditioning is also a reductionist explanation of behaviour. This is because complex behaviour is broken down into stimulus response units of behaviour.



Operant conditioning theory is relevant to this study in the sense that behaviours which are reinforced are likely to be repeated while those which are not reinforced may not be repeated. This study is based on the feature of operant conditioning which is the effect of reinforcing and punishing on behaviour change. Pavlov classical conditioning theory is relevant to this study because it encourages creating conducive and friendly learning environment for learners and stating class rules for smooth teaching and learning.

## **2.5 Review of Related Studies**

Several researchers have carried out several experimental studies on disruptive classroom communication behaviour, using token economy and time-out counseling strategies as intervention along with other behaviour modification techniques. This section reviews a few of such experimental studies with keen interest on their methodology and the results. Among such reviewed related studies are the following:

McGoey and DuPaul (2000) examined the effects of a token reinforcement intervention and a response cost intervention on the disruptive behaviour of preschool children. Four preschoolers (two males and two females) participated in this single subject withdrawal design counterbalanced between participants. The token reinforcement intervention consisted of earning buttons to be displayed on a chart for following classroom rules (stay in the area, keep hands and feet to yourself, quiet listening when the teacher is talking, finish your work( stay on-task) or raise your hand to talk).

At the beginning of each day of the study, the teacher reminded the children of the rules and about losing buttons. At the end of each activity, if the child kept at least three small buttons, they retained three large buttons, he/she was rewarded (e.g. stickers, hand

stamp). The result of the study showed that both the token reinforcement and response cost interventions decreased student's aggressive behaviour.

Higgins, Williams and McLaughlin (2001) found a decrease in their mean of inappropriate behaviours without any increase over time. Their study used continuous reinforcement which was then changed to intermittent reinforcement. The researchers used continuous reinforcement and saw a slight increase in April. The possibility of changing the use of continuous reinforcement to intermittent over time was a consideration for the researcher.

Kehle and Workers cited in Wille (2002) stated that students should be awarded with points fairly frequently in order to establish a connection between the desired behaviour and the rewards. Eventually, the frequency should be thinned to a variable interval schedule. Wille, 2002 further affirmed that token economies have been one of the most effective ways to improve classroom behaviour. The rationale for using a multi-component intervention is based on the assumption that while all of the components may be effective when used in isolation, they may be even more effective in reducing disruptive classroom behaviour if they are combined.

Zlomke and Zlomke (2003) also carried out a study using Token economy plus Self-monitoring to reduce disruptive classroom behaviours in an adolescent with emotional and behavioural disorders. The researchers also investigated the relative effectiveness of a Self-monitoring procedure. Time-out was also adopted as one of the traditional practice of the classroom. The participant in this study was a 13-years-old male who attended a public high school. He participated in full school days within a self-contained special education classroom with other youth also displaying behaviour disorders of various intensities. He scored within the low average range for individuals of his age in special education on intellectual and achievement tests. He had diagnoses of

Bipolar Disorder and Conduct Disorders. The youth was served in a Therapeutic Group home with eleven other adolescents with severe or persistent mental illness or behaviour disorders.

The treatment package was not applied to the student. The teacher dealt with student behaviours as usual. The typical methods for dealing with minor behaviours (out of seat, non-compliance) were ignored or verbal warnings were given. Disruptive behaviours (excessive talking out loud, singing) resulted in brief verbal interactions and removal to the hallway or behind a screen for a short time-out period. Aggressive behaviours resulted in the youth being returned to the group home for the remainder of the day. Baseline data were collected at school for five school days. During the baseline period, the student did not have access to free time on the computers or additional gym time.

The Token Economy consisted of a teacher implemented point system. The occurrence of identified target behaviours was recorded as in baseline. The school day was divided into sixteen 15 minutes intervals. For each interval, the student had the opportunity to earn three points. One point was earned for the absence of behaviour in each of the three categories during the interval. Points were allocated verbally at the end of each 15 minutes interval. No points were removed during the intervention for misbehaviour, but the student was removed, as the traditional classroom practice, to behind a time-out screen for instances of persistent disruptions or aggressive behaviour. Points not earned while in time-out. The student was returned to the classroom after five minutes of quiet behaviour. The student could earn up to forty-eight points per day. The student and the teacher cooperatively created a reinforcer menu. The points were exchanged after every two hours of the school day.

Token Economy plus Self-Monitoring was also used as a treatment package. During this phase the teacher implemented token economy continued. The student was trained to a 100% accurate mastery level of inappropriate behaviour and given a 5 x 7 card to record instances of his behaviour in the categories.

The result of this study replicate previous research on the effectiveness of Token economies in reducing minor, disruptive and aggressive classroom behaviours in youth. The result extend previous studies by showing the clinically significant contribution of Self- monitoring procedures in reducing the target behaviours when added to the Token economy. A clinically significant decrease occurred in the frequency of targeted behaviours from a baseline mean of 118 following the implementation of the Token economy. The frequency of those phase targeted behaviours continued to decrease throughout the initial Token economy phase. The addition of Self- monitoring to the Token economy procedures produced a clinically significant additional reduction in the target behaviours.

Jung and Boman (2003) carried out a research where comparison of disruptive behaviour in south Australian LOTE and mainstream primary school classrooms was made. This research compared the frequencies of disruptive behaviour in students between their respective Germans (LOTE) and mainstream primary school classrooms. Forty-nine students aged between nine and twelve, from years four to seven were observed during the study. The overall frequency of disruptive behaviors in German classes was found to be significantly higher than in mainstream classes. From the research work, it was discovered that the most frequent types of disruptive behaviour the teachers encountered were continual and persistent refusal to work, repeated interjections, harassment towards other students, frequent refusal to follow basic teachers directions, poor attentiveness, persist infringement of class rules and procedures,

inconsistent on task behaviors, stealing, cruelty/bullying, disobedience and talkativeness. This research made an attempt to categorized classroom disruptive behaviors into mild type and a more severe type. The research therefore focused on the observation of four disruptive behaviour which were idleness and work avoidance, talking out of turn, being out of seat and not following teachers' instruction. The observers used a tally sheet to record the student observations. Each student was observed on as rotational basis of 20 – seconds' intervals, time was measured using a watch with a clock face; therefore observations took at 20s and 40s seconds respectively. A total of eleven observations of each student were made in each session.

The result presented the total disruptive behaviours observed in both German and mainstream classes. Mean average over the 333 individual observations by each student in the German classes (means=8.4) compared to the same students in mainstream classes (mean=6.0). Effectively, this means that in the German classes, the 31 observed students exhibited an extra 74 disruptive behaviours were the three observational periods. The implication is that the mean percentage of disruptive behaviour in German was 25.38% which was significantly higher than the corresponding percentages in the mainstream classes at 17.9%. The result also revealed that the types of disruptive behaviours observed in German and mainstream classes differed slightly. The results indicated that "talking out of turn (disruptive classroom communication behaviour) was most frequent in German classes while idleness and work avoidance was the second most frequent. This order was reversed in mainstream classes. 'Not following teacher's instructions and 'being out of seat' were the second and third in both classes.

Fabiano, Pelham, Manos, Gnagy, Chronis, Onyango, Williams, Burows-MacLean, Coles, Meichenbaum, Caserta and Swain 2004, examined the effect of three Time-out procedures of varying lengths of children attending a summer treatment

programme for ADHD: a disorder characterized by attention difficulty, hyperactivity and or impulsiveness. Time-out conditions consisted of a short 5 (minutes), long (15minutes) an escalating / deescalating procedure whereby a child could increase or decrease the length of the Time-out depending on the appropriateness of his or her behaviour in Time-out. Time-out was assigned following the exhibition of intentional aggression, intentional destruction of property or repeated noncompliance. The result of the study indicated that Time-out, irrespective of duration and the child's age was effective in reducing the occurrence of problematic behaviour.

Filcheck, Mcneil, Greco and Bernard cited in Wiley 2004 also carried out a study using a whole class token economy and coaching of teacher skills in a preschool classroom to manage disruptive behaviour. Recent researches indicated growth in the population of children in school and this increase results in more children per classroom with behaviour problems than ever before, making it imperative for preschool teachers to implement effective behavioural management techniques. Because the number of children with behaviour problems is increasing, whole-class interventions may be more time and cost efficient than developing specific behavioural plans for individual children. The study examined the effectiveness of a whole-class token economy (i.e., Level System) versus parent-training techniques (i.e., Parent-Child Interaction Therapy; PCIT) for managing problem behaviours in the classroom. Both interventions were implemented to compare the effects of a tangible reinforcement program (i.e., Level System) to the effects of an exclusively social program based on behavioural modification principles (i.e., PCIT components). Additionally, parent and teacher satisfaction with the interventions was assessed. Because some common interventions (e.g., individual token economies) may not be time and Cost effective, using whole-class token economies may be a practical option for classroom management problems. The KIT resulted in increasing the

frequency of appropriate and on-task behaviour. Parent–Child Interaction Therapy is a 12-week treatment program for children aged 2 to 7 with disruptive behaviour problems and their families which contain two phases: Child-Directed Interaction (CDI) and Parent-Directed Interaction (PDI). This study was conducted in a preschool classroom described as “out of control.” The classroom included 17 children ( $M_{2.9}$  years,  $SD_{.33}$ ), a female teacher, and one teacher’s aide who changed frequently (i.e., many different individuals were hired for this position). Parental consent was obtained from the entire class. Most of the children were girls (65%) and Caucasian (88.2%) and all children were from two-parent homes. The entire class was videotaped for approximately 1 hour per day during a structured circle time. The circle time typically consisted of learning numbers, letters, and shapes, listening to stories, and singing songs. One behavioural category (i.e., inappropriate) of the School Observation Coding System was used to help determine the effects of each intervention on child behaviour. Specifically, each instance of inappropriate child behaviour (e.g., whining) was coded. Therefore, coders observed videotapes of circle time and coded each instance of inappropriate behaviour exhibited by any child in the classroom.

The study found out that frequency of inappropriate behaviour exhibited by the children decreased throughout the study. *Secondly*, Teacher behaviour also was examined and result indicated that the number of labelled praises increased from baseline to the Level System condition and decreased again during the withdrawal condition. *Thirdly*, the mean number of time-outs given per day steadily increased throughout the study. However, time outs decreased to below baseline levels before the end of the study. In specific, this study provided preliminary support for the effectiveness of two new approaches to management of behaviour problems in preschool classrooms (a whole –classroom token economy and the coaching of preschool teachers in skills found

effective in parent training programmes such as labelled praise, ignoring, effective instructions and time-out).

Luiselli, Pace and Dunn(2006), compared the effectiveness of release contingency and fixed-duration procedures on the number of restraints required for the three individuals with developmental disabilities. The authors concluded that the release contingency restraint was more effective at reducing the number of restraints necessary and also resulted in less overall time spent in restraints.

Whittington and Moran 1990 cited in Wolf, McLaughlin and Williams 2006 in a published prevention curriculum for use with kindergarten through the sixth-grade children. Time-out was viewed as a means of providing space and time for the young child to mull over wrongdoings, refresh feelings of guilt and ponder socially desirable responses in similar circumstance. The curriculum offers keys to attitude and behaviour changes as these relate to self-esteem and self –control. Children learn nonviolence and a foundation for basic coping skills and positive mental health. They integrate time-out, self-talk, empathy, gender-neutral attitudes, feelings awareness, assertiveness, conflict resolution, health, parent appreciation and other concepts as personal tools for daily survival. Lesson topics must be adapted to the developmental levels of children.

A study of Reitman and Drabman 1999 cited in Wolf et al, 2006 shows how the ongoing data-based monitoring of Time-out use by parents enhanced the treatment of an 8years old boy, referred because of noncompliance in the home. Time-out was selected as the primary behaviour change strategy and parents were instructed in implementing and recording each instance of Time-out on a simple data form. Data were reviewed in the course of therapeutic sessions and such data were used to direct the course of treatment. Some of the findings of the study revealed the benefits of Time-out such as: enabling rapid refinements in Time-out procedure by providing a feedback mechanism to the



therapist, illustrating the need for adjunctive treatments and revision of case formulation and also serving as a method of documenting treatment efficacy.

A case study was done by Stahr, Cushing and Fox, 2006 to increase on task behaviours using positive reinforcement. In this study, the subject was introduced to the rewards slowly during different times of the day. The researchers found that after they fully implemented the rewards, the on-task behaviour the student increased dramatically. The use of tokens and physical rewards such as candy, stickers, supplies, etc. was found as an effective way to reward students. Students were also more adapt to strive towards these goals when they were rewarded with objects they cared for. Specificity in which behaviours were being rewarded also increased the likelihood of that behaviour reoccurring. Higgins, Williams and McLaughlin, 2008 found the same attributes to be important in the access of token economies. In comparison to other studies, the researcher used more participants than case studies but has less than studies that used a large amount of participants over several schools. In many of the previous studies, the token economy was found as a good way to decrease inappropriate behaviours as this study also found. This study recommended that the token economy be implemented into general education classes. This is because a large amount of time is needed to decrease inappropriate behaviours from the beginning of the school year and possibly avoid the increase in the end of the session.

Allison and Fahlenkamp (2008) investigated reasons why students in school settings were receiving many consequences for inappropriate behaviours. The researchers were of the opinion that schools needed to hold students accountable for misbehaving but the school schools should also have a reward system in place to encourage appropriate behaviour. This study viewed that a lot of emphasis went into a discipline system and sometimes rewards were overlooked. Many students knew what the consequences were

and still chose to make poor decisions because the consequence didn't negatively impact them enough to change their behaviour. The researchers were of the opinion that schools needed to use the idea of rewards more readily to decrease poor decision making in the schools. Allison and Fahlenkamp 2008 therefore survey the use of Token economy as a reward system in reducing inappropriate behaviours in classrooms. The study was delimited to 24 first graders at Ck.

Permission was given by Principal and Parents to incorporate the token economies. Students were given a survey to evaluate their perception of rewards and consequences in their classroom setting. Evaluation of the survey was followed with data entered and graphed. Baseline data of card changes for inappropriate behaviour was taken. The token economy was explained to the students. Students were given a behaviour calendar. Data were collected of card changes during the time of token economy. Students received stickers for each day they did not move their card. At the end of the month, students cashed in their calendars for party time. If they had any card changes, they lost that equivalent time from party. At the end of each day, students received their code for the day. Participants included 12 girls and 12 boys in a first grade class during the 2007-2008 school years. Two of the students had IEP's for reading, writing, math and one for social behaviour. One of the students in the class was from Anglo origin, the rest were from Hispanic origin. Three boys were retained in Kindergarten. Ten students were classified as ELL. One student received counselling for behaviour and two were referred. Twenty-two of the twenty-four students received free lunch.

A survey was used to gather pre-assessment information on students' thoughts about rewards and consequences that were used in their classroom. Students picked one of three answers for each question. The answers were either "yes" sometimes or "no" and

were represented through smiley faces. The survey was analysed using a spreadsheet and graph. A behaviour chart was used to record student behaviour in the classroom. New approaches were used to solve problems occurring in a first grade classroom. Experimental research was also used. From the beginning of the school year to the middle, a token economy was not used and behaviour data was collected. Starting in March, a token economy was implemented and behaviour data was collected. Students were given the survey and the results were analysed. Notes were made on the answers and how to best use the answers to benefit the project. Students were selected to participate from the researcher's homeroom and were compared to the five other first grade classes present at the same school.

The findings of the survey were that most students did not care for consequences of inappropriate behaviour'. The survey findings also stated that most students on average felt rewards were being implemented on their particular classroom. The survey stated that the average student did not like to change their card, most of the students enjoyed receiving rewards, most first grade students did not feel that getting rewards was a hard task, most students, on the average felt that students got rewarded all the time in the classroom and most students did not care to stay inside for recess. Upon completion of the Token Economy, the researchers had found that there was a decrease in behaviour when the tokens were implemented. The researchers found that before the token economy was implemented the students in the class had an average of 2.33 card changes per day. After the researchers had implemented the token economy in the class, the average number of card changes dropped to 1.75 per day. The study was done from December-to May, 2008 school year. There was a decrease in inappropriate behaviour in the first couple of months. Once spring arrived and students started to get excited about school being released, there was a rise again in behaviour slightly. It was found that when

students got to pick their own rewards, they seemed to work harder to keep as many of their celebration minutes as possible. A trend was seen in that when a substitute teacher came into the classroom, there were more card changes than when the regular classroom teacher was in the room. Overall, the implementation of the token economy was a success in this instance. This data showed that the implementation of the token economy was an effective way to decrease inappropriate behaviours in this classroom. This study found that the implementation of token economies did work but not as drastically as the researcher had hoped for.

Hoffman, Huff, Patterson and Nietfeld, 2009 examined the use of rewards through an elementary teacher's perspective. When surveyed on their use of rewards, the majority of teachers were in favour of using rewards to motivate students. The findings of this study also showed that teachers who used rewards for behaviour management also tended to use rewards for academic achievement with the highest frequencies of rewards being verbal or written praise and prizes. Other types of rewards included class privileges, homework passes, extra credit and verbal or written praise to parents (Hoffman et al,2009).

Token Economy systems in higher Institutional settings have also been assessed for effectiveness. Nelson (2010) carried out a study in which good questions that related to "content made sense" among other requirements were rewarded with token slips that were later exchanged for bonus course points. The study involved 318 undergraduate students and the result of the study revealed that the classes asked higher rates of questions related to content when the token economy technique was implemented.

An additional study involving Token Economies at the higher institution level analysed the impact of class participation before, during and after implementation of the behaviour management system (Boniecki& Moore, 2003). The result of the study was

that questions were asked and classroom participation was greater when Token Economy was introduced. The Tokens in this system were exchanged for .25% of additional credit towards the final course grade. Students were more than twice as likely to participate as before the Token Economy system. Both the studies (Boniecki & Moore, 2003 and Nelson, 2010) used Token Economy to increase classroom participation. The both studies concluded that Token Economy can be used among higher Institution students and the technique can be used to increase class participation.

Mace, Page, Ivancic and O'Brien, 1986 cited in Donaldson and Vollmer, 2011 compared the effects of a release contingency and fixed-duration Time-out procedures on the problem behaviour of three participants with reversal and multiple baseline across settings design. They found that both Time-out procedures were effective at reducing or eliminating problem behaviour in Time-out and the release contingency Time-out resulted in longer Time-outs.

Ihiegbulam, Ihiegbulam and Igwebuike (2011) carried out a study which centered on determining the effect of Token economy on the academic achievement of secondary school students in Rivers state of Nigeria. Eighty junior secondary 3 integrated Science students and eighty senior secondary 1 Biology students of Demonstration Secondary school, Federal college of Education (Technical) of 2009/2010 made up the study sample. Each level of students were taught by the same teacher was divided into experimental and control groups. The experimental groups were motivated with Token economy during the lessons while the control groups were not motivated. The Junior Secondary 3 Integrated science students had two (2) arms, A and B. There were also two arms, A and B of Senior Secondary 1 Biology students. The "A" arms of the two classes were used as the experimental groups while the "B" arms were used as the control groups. The two experimental groups were taught two topics that one topic per lesson. During the

teaching, the experimental groups were motivated with Tokens such as mathematical sets, exercise books, rulers and biros based on Percentage scoring. The students were made aware of these overall tokens before the lessons and the tests were administered. The Raw scores of the students from the two tests they were given made up data for the study. Data analysis involved the use of mean scores and t-test of significant difference between two independent group mean scores, supported by F-test of homogeneity of two independent group variances. The result from the study revealed that the experimental group put up higher academic achievement than the control groups. It was also found out that Token economy had significant effect on the academic achievement of the experimental groups.

In a study conducted by Donaldson and Vollmer (2011), the efficacy of a fixed duration time-out and a release contingency time-out was compared. In the fixed duration condition, children were sent to time-out for a total of 4 minutes and were released from time-out whether or not they performed problem behaviour during the time-out sessions. In the release contingency condition, children were not released from time-outs if they were performing problem behaviour during the last 30 seconds of time-out. The time-out was extended until there were no occurrences of problem behaviour for a total of 30 seconds or until the time-out reached the ten minutes mark. Results showed that both time-out procedures were successful in reducing the problem behaviour for the subjects. Also the results show that only 4 minutes is necessary for a successful time-out procedure with children.

Hassan and Aderanti, 2012 in their study titled "Differential Effectiveness of Self-management and Token reinforcement in the treatment of Disorderliness among Adolescent". The authors examined the differential effectiveness of these two techniques using seventy-two participants (36 females and 36 males) inmates taken from a cluster of delinquent children (ages 9-18) of Remand Homes for boys and girls in Lagos State of

Nigeria. A 2x2x3 pre-test post- test factorial design was adopted. Four hypotheses were tested based on Analysis of Covariance (ANCOVA) at .05 level of significance. Data were collected using Disorderliness Inventory (DI) which has alpha reliability coefficient of .80.

The result of the study revealed a significant difference in the effectiveness of self-management and token reinforcement in the treatment of disorderliness ( $p < .05$ ), gender and socio-background of the subject did not interact with the treatments of disorderliness. The findings of this study indicated that both self-management and token reinforcement are effective in the treatment of disorderliness among adolescents.

In the same vein Sun and Shek, 2012 also conducted an exploratory study on Students' classroom misbehaviour based on Teachers' perceptions in Hong Kong. The study was carried out among Junior Secondary School Students. Student misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility (Reed and Kirkpatrick, 1998), ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviours in the classroom are intolerable (Johnson & Fullwood, 2006) and stress-provoking and they had to spend a great deal of time and energy to manage the classroom. Obviously, student misbehaviours retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, research findings have shown that school misbehaviour not only escalated with time but also lowered academic achievement and increased delinquent behaviour. To lessen these immediate and gradual adverse effects of student misbehaviours, it is of primary importance to identify what exactly are these behaviours inside classroom.

Among the student behaviour classroom problems reported were uncooperativeness, emotional disturbance, over activity and withdrawal were also reported as student classroom behaviour problems by Chinese elementary school teachers (Shen, Zhang, Caldarella, Richardson & Shatzer, 2009). Although these two studies were recent, both were conducted in mainland China. In mainland China, “nonattentiveness”, “talking out of turn,” and “overactive” were reported as the most frequent and troublesome classroom behaviour problems by the elementary school teachers in three provinces. On the other hand, “daydreaming,” “talking out of turn” and “playing with personal stuff” were rated as the most frequent classroom misbehaviours by a group of elementary, middle and high school teachers in another two provinces, while “daydreaming,” “slowness” and “talking out of turn” were the most troublesome classroom misbehaviours. Apparently, “talking out of turn” is usually ranked as highly popular and disturbing student misbehaviour across time and cultures and in different grade levels of students. With a specific focus on studying the problem behaviours of junior secondary students in Hong Kong classroom, this study attempted to replicate the previous studies in examining the problem behaviours perceived by teachers as the common and disruptive.

Three schools, each admitting students having low, medium or high academic competencies, were invited to join this study. In each school, four teachers who had experiences of teaching junior secondary grades (Grade 7, 8, and/or 9) and/or were members of the school counselling team and/or discipline teams were invited to join an individual interview. In total, twelve teachers (5 males and 7 females) participated in this study. Some of the misbehaviour investigated and rated were uncooperativeness, emotional disturbances, verbal aggressive behaviour, talking out of turn and daydreaming among others. The findings of their study showed that students behaviour problems were



not necessarily rule breaking but violating implicit norms or expectation. These problem behaviours are inappropriate in the classroom settings as well as upsetting the classroom teaching and learning.

In a study by Crawford and McLaughlin cited in Doll, McLaughlin and Barretto (2013) Token reinforcement was evaluated as a means to increase on-task behaviour. The study was conducted in a high school within a self-contained special education classroom with a 15-years-old student. The student was given tokens and worked for a chosen back-up reinforcer which cost 30-40 cents worth of tokens. In this study, there was a clear increase in on-task behaviour during the token-reinforcement phases. According to the study, on-task behaviour from the student more than doubled when tokens were first introduced.

In the same vein, McLaughlin and Malaby (2013) compared token reinforcement with and without response cost in a special education elementary classroom. In the study, ten participants were asked to write letters for several minute session where they earned no token reinforcement during baseline. The participants were then given token reinforcement during the next phase and response cost was introduced at the final phase. The overall results were such that in this elementary classroom, token reinforcement plus response cost resulted in higher rates of target behaviour.

Adeusi, Gesinde, Alao, Adejumo and Adekeye (2015) conducted a study where they examined the efficacy of two behavioural strategies to manage maladjusted behaviour (conduct disorder of adolescents) in correctional centres in Lagos State. The research design utilized for the study was 3x2 factorial design. Conduct Disorder scale by Gilliam was used to generate data. The result of the two hypotheses showed significant difference existed between participants exposed to Cognitive restructuring, Behavioural rehearsal and control group ( $F(2,87)=46.622, p<0.05$ ) while there was no significant

difference between participants exposed to Cognitive restructuring and Behavioural rehearsal ( $t=0.313$ ,  $df=58$ ,  $p=0.756$ ). Conclusion drawn from the result of the study was that the two behavioural methods could be employed to manage conduct disorder. Consequently, the researchers recommended that the two techniques be used in handling adolescents' conduct disorder.

Rubenstein and Mourino (1983, retrieved online, 2015) conducted a research using Time-out as one of the behaviour modification technique on eighty-three preschool children whose age range between 3 –to-5 years old. The purpose of the study was to evaluate the use of Time-out technique on the pediatric dental patient. The Time-out technique as conducted in this research involve placing a disruptive child in a chair facing a corner of the room for three minutes or less, with a release from Time-out upon cessation of disruptive behaviour. Eighty-three preschool were seen for an examination, prophylaxis, fluoride treatment and bitewing radiographs in one visit. Only twelve (12) of the eighty-three children required Time-out technique. Eight of the twelve children were girls while the remaining four were boys. Time-out was used in this study as a contingent isolation or seclusion of the child following an instance of inappropriate or problem behaviour. The study was carried out in the postgraduate Pedodontic Clinic of the Medical college of Virginia, school of Dentistry.

During the appointment, the children's behaviour was videotaped. The child's first disruptive behaviour incident was handled with a brief request for cooperation and the second incident of uncooperative behaviour resulted in a contingent Time-out. The child was removed from the dental's chair and placed in a small chair in the corner of the room, facing the wall. He was told to sit facing the corner until he calmed down, quit crying and was ready to help. A timer was set for three minutes and the child was ignored. If the child attempted to get up, turn around or talk he was told again to face the wall until he

was ready to help. As soon as the child indicated he was ready to cooperate he was allowed to return to the dental's chair. The result of the study revealed that Time-out was successful with only seven of the twelve children that Time-out treatment was administered to. Findings from this study further reveals that five of the seven children were girls and the remaining two were boys. Rubenstein and Mourino (1983) findings from their research conclude that Time-out is gender sensitive.

Perkins and McLaughlin(2015) in their review titled "Classroom intervention for elementary school children with EBD" stated that behavioural problems not only affect those who display them but the other students and teacher as well. Left untreated the students with behaviour problems are likely to result in long term negative outcomes such as learning difficulties, substance abuse, criminality and mental health issues. Some of the evidenced based treatments this review examined were the Good Behaviour Game, Token Economies, Positive Behavioural Supports, Daily Behaviour Report Cards and Contingency Contracting. The overall evidence revealed that each of these behavioural interventions was highly successful across a wide range of population and classroom settings.

Aljuhaish, 2015 in his study investigates the effectiveness of Behaviourist Token Economy system on teaching English as a second Language at Saudi Schools in Kuala Lumpur. In the study, two methods which were questionnaire and interview were used in answering the research questions. The interviews were directed to Principals in Saudi Schools in Kuala Lumpur. The token in Saudi schools is a card inscribed with the name of the student, the class and the teacher's signature. Different teachers of different subjects were given cards of different colours. This was to distinguish which teacher rewards the token to the students. Students who managed to collect the cards were

rewarded with the Trophy of Excellence during a special recognition day in which parents were invited for the ceremony.

The findings from this study showed that teachers in Saudi schools became aware of the importance of implementing the rewards systems in promoting a better teaching and learning process among students. The usage of Token Economy has been found as one of the most effective methods in behaviour management as well as to improve and conduct lessons which enable the students to fully utilize their potential intrinsically in order to succeed. The Saudi Schools' administrators and teachers also believe that their students' academic performance improved due to the success of implementing and applying the Token Economy system in their schools because Students' behaviours were modified, and were motivated to learn.

From the review of related empirical studies, one can view that the several studies carried out in relation to the two counselling techniques and disruptive classroom communication behaviour and other behavioural problems among school students have similar results. Though the various studies were conducted in different parts of the World yet one could see similarity in the findings even though the findings may not be exactly the same. This observation further gives room to the researcher to investigate the effects of Token Economy and Time-out Counselling to see whether the findings would give room for generalization when compared to findings of other studies.

## **2.6 Summary**

The chapter was reviewed under four major sub-headings which were the conceptual framework, theoretical framework, causes and manifestations of Disruptive Classroom Communication Behaviour and the review of related empirical studies. The concept of Token economy and Time -out counselling techniques were adequately examined. The theoretical framework on which this study is anchored such as Operant

conditioning and Classical Conditioning Learning Theory and issues such as the factors causing Disruptive behaviour were reviewed. Some relevant related empirical studies were also reviewed and through the review, it was revealed that there is remedy for Disruptive Classroom Communication Behaviour.

It was observed from the review of Literature that several researches had been carried both within and outside Nigeria using one form of behaviour modification technique or the other to manage one form of classroom disruptive behaviour or the other among preschool pupils and secondary school students but no attention had been paid to disruptive classroom communication behaviour among junior secondary school students in Nigeria. It is hoped that the findings of this study would reduce the existing gap between the years of reviewed related empirical studies in Western World and Nigeria in the area of studies. The outcome of this study may reveal some similarities in findings between the Western World and Nigeria for the purpose of global generalization and provide local Literature to back-up the existence of Disruptive Classroom Communication Behaviour, because that there are not too many Literature available locally to establish the existence of Disruptive Classroom Communication Behaviour.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, area of study, population of the study, sample and sampling techniques, instrument of the study, validity and reliability of the instrument and how the instrument was administered and scored was discussed. The procedure for data collection, procedures for intervention and method of data collection and analysis were explained.

#### **3.2 Research Design**

This study adopts a quasi-experimental design that uses the non-randomized pre-test and post-test control group design. Quasi experimental design aim to evaluate interventions but do not use randomization (Kolo, 2003 and Olayiwola, 2007). Quasi experimental design was used due to its relevance in a study of this nature. This research design was also used on the basis that the participants in this research were purposively selected due to the peculiarity of the problem being investigated. The pre-test and post-test control group design is widely used in behavioural research with the aim of comparing groups and/or measuring change resulting from experimental treatments ((Gay, 2009). There was no random sampling of subjects because the scores from the pre-test determined the selection of subjects into the treatment groups. This type of Quasi experimental design is made up of three groups namely two treatment groups and one control group. Both the two treatment groups and the control group were pre-tested using DCCBRS instrument. The two treatment groups were Token Economy counselling technique and Time-Out counselling technique; these groups were made up of students who exhibited Disruptive classroom communication behaviour based on the scoring of

the pre-test. The control group was also made up of subjects who exhibit disruptive classroom communication behaviour shown from their pre-test scores but did not go through any of the treatment. The two experimental groups received treatment for seven weeks while the control group received normal classroom instructions for same period. Two weeks after the treatments, both the experimental groups and the control group were post-tested using the same instrument that was administered for the pre-test. The research design is represented as follows:

Pre-test and Post-test Group Design

G <sub>1</sub>	O <sub>1</sub>	x	O <sub>2</sub>
G <sub>2</sub>	O <sub>3</sub>	x	O <sub>4</sub>
G <sub>3</sub>	O <sub>5</sub>		O <sub>6</sub>

Key:

Where:

G<sub>1</sub> – Token Economy Counselling Technique

G<sub>2</sub> – Time-Out Counselling Technique

G<sub>3</sub> – Control group

O<sub>1</sub> – Pre-test (Token Economy)

X – Treatment

O<sub>2</sub> – Post-treatment (Token Economy)

O<sub>3</sub> – Pre-treatment (Time-out)

O<sub>4</sub> – Post-treatment (Time-Out)

O<sub>5</sub> – Pre-test (Control group)

O<sub>6</sub> – Post-treatment (Control group)

### **3.3 Population**

The population for this study consisted 4950 Junior Secondary Two students (JS2) in all Private Secondary Schools in Zaria Metropolis (source-Giwa and Zaria Zonal Offices, Kaduna State Ministry of Education). However, the target population was 220 which consisted all JS2 students who exhibited Disruptive Classroom Communication Behaviour. The reason for the choice of this population (JS2) was that Disruptive Classroom Communication Behaviour could be closely associated with this level of students who are growing into their early adolescence which sometimes is characterised by restlessness and breaking of rules. In addition, JS II students are the intermediate class between JS I and JS III. At this level, JS II students are expected to have settled down and be conformed to school rules and regulations. Also, if the exhibition of Disruptive Classroom Communication Behaviour are not adequately tackled at this level, it may inhibit effective classroom communication behaviour and it may degenerate to a behaviour disorder in the senior school which may hinder academic success.

Zaria Metropolis is a major town located within Kaduna state and for such was chosen as an area suitable for the study. Zaria Metropolis comprise of Zaria and part of Giwa local Government area of Kaduna State of Nigeria. Zaria Metropolis is believed to have over Sixty junior (both Public and Private) secondary schools which are accredited for their capacities to register candidates for Basic Education Certificate Examination Junior (BECE) in Nigeria (Source-Zaria&Giwa Zonal Educational office, Zaria).



**Table 3.1: Population of Target Schools**

Name of school	Class	No of students
Therbow School Zaria.	JSS 2A-	35
	JSS 2B-	34
	JSS 2C-	35
Vital Years Schools, Zaria.	JSS2A-	35
	JSS 2B-	35
God's Time Comprehensive College, Samaru- Zaria.	JSS 2A-	23
	JSS 2B-	23
	TOTAL	220

(SOURCE: SCHOOL'S REGISTER)

### 3.4 Sample and Sampling Techniques

A sample is chosen from the population of the study. The sample size is described as a sub-set of a population selected to meet specific objectives (Olayiwola, 2007). A purposive sampling was used in drawing the sample for this study. The sample size for this study was thirty-six students who exhibited high incidences of disruptive classroom communication behaviours based on the administration and the scoring of the pre-test instrument (DCCBRS). From the scoring of the pre-test instrument, 12 students were drawn per each of the purposively selected school, making a total of 36 students. The sample size were also from an intact class. The sample size were purposively selected from the target population of 220. This is in agreement with Allison (2008) who conducted a study using twelve students per class of six arms of a year group.

The three purposively selected private secondary schools where the samples were drawn were Therbow School, Zaria, Vital Years Schools, Zaria and God's Time Comprehensive College, Samaru- Zaria. Therbow School and Vital Years Schools were purposively assigned as the two treatment groups while God's Time Comprehensive College was used as the control group. In each of the schools, one intact class of JS2 classes were used for the study. The periods for the teaching of English Language were

five per week hence two of the five periods were used for the treatment sessions for the treatment groups. In each of the schools, 12 students were purposively selected based on the scoring of the pre-test. The number of students in each of the group is in agreement with Kolo, (1992) who opined that the number in a group study may vary from 3-to-12 persons although Gay 2009 recommends that a minimum of thirty respondents can be used for an experimental research.

For the selection of sample into groups, purposive sampling technique was used for this study. With purposive sampling, researchers handpick the cases to be included in the sample on the basis of judgement of their typicality or possession of the particular characteristics being sought for the study. Gay (2009) states that researchers using this technique select sample using their experience and knowledge

**Table 3.2: Distributions of Samples by Schools**

S/N	School	Treatments	Number
1.	Vital years Schools, Zaria	TECT	12
2.	Therbow Schools, Zaria	TOCT	12
3.	God's Time Comprehensive College, Samaru-Zaria	CG	12
		<b>TOTAL</b>	<b>36</b>

### 3.5 Control of Extraneous Variables

The research variables and their inter-relationships are the conceptual model. In this study, the two counselling techniques which are Token Economy and Time-Out were the independent variables which were manipulated to see their effects on the dependent variable. The dependent variable was the disruptive classroom communication behaviour. The extraneous variables are variables that may have an effect on the dependent variable hence may hinder the researcher from attributing the observed change in the dependent variable on the independent variables. It is therefore, mandatory for these extraneous

variables to be controlled by the researcher so that the observed changes will be attributed to the effect of the independent variables on the dependent variable.

The extraneous variables are the following:

- i. Absenteeism from the session
- ii. Lack of interest by the students
- iii. Background(environment)
- iv. Interaction between the experimental groups and the control group.
- v. Selection bias
- vi. Effect of testing
- vii. Instrumentation

The need for the researcher to control the intervening variables that may crop up in this study was very important so that some extraneous variables do not interfere with the result of the treatment on the subjects (students). The researcher adopted the following measures to control the intervening variables:

- 1. Absenteeism:** This implies students' refusal to turn up for treatment session. To control this, the researcher pleaded with the participants from the onset of the research study on willingness for the interaction. Also two periods for English language subject were used for the treatment sessions.
- 2. Lack of interest on the part of the Subject tutors and the students:** To control this, the researcher (1) brief the subject tutors on what disruptive classroom communication behaviour is all about and the intension of the study.(2) The researcher requested the English Language teachers willingness to participate in the research study as research assistant hence the two English teachers of the two treatment schools were trained on the administration of Token for the Token economy group and the second teacher was trained on the use of Timer, bell and

how to observe students during Time-out.(3) To sustain the interest of the students for this study, the researcher created a conducive atmosphere where all the students (subjects) can participate freely.

3. **Background (environment):** This means the environment. To control this, the school environments were used for the treatment sessions.
4. **Interaction between the experimental groups and the control group:** This implies the likelihood of subjects meeting to discuss their experiences in the different groups. In order to control this, respondents who exhibited disruptive classroom communication behaviour based on the pre-test scores were purposively selected from an intact class from the three schools. The schools were Vital Years Schools, Zaria, Therbow Schools, Zaaria and God's Time Comprehensive College, Samaru- Zaria. Vital Years Schools, Zaria was exposed to Token economy counselling treatment, Therbow School, Zaria was exposed to Time-out Counselling Technique and God's Time Comprehensive College served as the control group. These schools were in different locations within Zaria Metropolis (Samaru, Graceland and PZ).
5. **Selection Bias:** To control this extraneous variable, the result of the pre-test based on the scoring procedure was used to purposively select and assign samples who exhibited disruptive classroom communication into groups for this study. The interest and willingness of respondents to participate in the study was also put into consideration.
6. **Effects of testing:** To control this, the need to maintain confidentiality was emphasized to the participants from the onset of the treatment session. Also the items of the instrument were framed in such a way that the respondents

understood the instruction and responded to the instrument in the same manner at the pre-test and post –test administration.

7. **Instrumentation:** To control the instrument from serving as a confounding variable, the researcher used the same instrument for the pre-test and the post-test treatment.

### **3.6 Instrumentation**

The instrument used for this study was titled -Disruptive Classroom Communication Behaviour Rating Scale (DCCBRS). Therefore, this researcher adapted some of the items that were related to Disruptive Classroom Communication Behaviour from the original instrument and also added some from relevant Literature review in order to capture Disruptive Classroom Communication Behaviour. The Instrument had two sections-Section A and B. Section A has only four items (bio-data) for the purpose of identification, while section B had twenty items in number (indicating forms of Disruptive Classroom Communication Behaviour). The instrument was a four Likert scale meant to identify students' who exhibit Disruptive Classroom Communication Behaviour. The instrument was used for both the pre-test and the post-test of this study. The choice of the twenty items were in agreement with Mungas et al (1989) who had only twenty-one items in their instrument titled “Disruptive Behaviour Checklist (which was used in assessing the patient’s current behaviour problems and measuring the effectiveness of treatment).

#### **3.6.1 Description of the Instrument**

DCCBRS is a rating checklist that consisted of four bio-data information and twenty items that rate disruptive classroom communication behaviour. The twenty items rated the exhibition of Disruptive Classroom Communication Behaviour of respondents. The scale was delineated on a four point Likert scale, ranging from 1(Not at all), 2 (just a

little), 3(pretty much) and 4(very much). The respondents were requested to tick the responses at the right side of the instrument that best described their feelings to the statements at left side of the instrument which are reflections of Disruptive Classroom Communication Behaviour.

The lowest response in the scale is one multiplied by the total number of items in section B (total 20 i.e 1x20). The highest response is four multiplied by the total number of items in section B (which total 80 i.e 4x 20). The scoring pattern of section B was the following pattern:

1-20 (Acceptable Classroom Communication Behaviour ACCB).

21-39 (Fairly Acceptable Classroom Communication Behaviour FACCB).

40-60 (Evidence of Disruptive Classroom Communication Behaviour EDCCB)

61-80 (High evidence of Disruptive Classroom Communication Behaviour HEDCCB)

The criterion for inclusion in this study was the scoring point of 40 and above. Any respondent who scored 40 for the pre-test and above signified evidence of disruptive classroom communication behaviour hence some of those whose scores were from 40 and above were handpicked for the study. The scoring of the DCCBRS instrument for both the pre-test and post-test were done by the researcher. The instrument has Section A which is just bio data information for identification purpose and to answer some research questions.

### **3.6.2 Validity of the Instrument**

Mungas et al (1989) had reported that their instrument titled DCBRS (Disruptive Classroom Behaviour Rating Scale) had established construct and concurrent validity though they adapted the instrument from CBCL. Also, the instrument for this current study was adapted from Child Behaviour Checklist (CBCL) by Coulby and Harper, (1985). The items in the original instrument were Ninety (90) in number and were

indicating one form of disruptive behaviour or the other. The Instrument has established concurrent validity measures and it was only adapted for use in this current study. The adapted Instrument-CBCL by Coulby and Harper 1985 has a reliability index of 0.87. From the reliability index of the adapted Instrument, it can be useful for multicultural purpose. The researcher adapted this instrument for use in this study because of its ability to rate the exhibition of Disruptive Classroom Communication Behaviour of respondents among the many items on the scale. In addition, the Language of the Instrument is simple and applicable to the understanding of target population of the study. The face validation of the Instrument for this study was assessed by three experts in the Department of Educational Psychology and Counselling of Ahmadu Bello University, Zaria and the research supervisors for this study. The adapted instrument along with chapters one-to-three was given to the three experts and research supervisors for content validation. Their comments and suggestions had added great value to the adaptability of the Instrument for this research study.

### **3.6.3 Reliability of the Instrument**

This Instrument for the study titled Disruptive Classroom Communication Behaviour Rating Scale(DCCBRS) was adapted from Coulby and Harper 1985 CBCL Instrument. Coulby and Harper 1985 CBCL has a reliability index of 0.87. The DCCBRS Instrument for this study was trial tested through test-retest pilot study. The test –retest was for a space of two weeks. The reason for the pilot study was to test for the internal consistency and reliability of items within the instrument. Demonstration Secondary School, Ahmadu Bello University, Kongo Campus, Zaria Junior secondary 2 students were used for the pilot test. Thirty (30) students were given the Instrument to respond to. The same Instrument was re-administered to the same students after two weeks. The data collected from the pilot study were analysed using Pearson Product Moment Co-relation.

The scale measured 0.71 haven used test-retest technique of an interval of two weeks which connote the reliability of the Scale.

### **3.7 Procedures for Data Collection**

The researcher went to the three schools with letters of introduction from the department to the school principals. Based on the content of the letter which requested the principals of the three schools to render assistance to the researcher, the researcher made her intention known and she was given the permission to work with the English Language teachers of JS2 and to collect all necessary information from the said teachers while the study lasted. The researcher explained the purpose of the study to teachers and requested that they will be involved in the research work as assistants. The English Language teachers took the researcher to their classes during one of the periods at different days and periods and the researcher administered the DCCBRS (Disruptive classroom communication behaviour rating scale) for the pre-test. The scale contained bio data information and twenty items symptoms of disruptive classroom communication behaviour. A total of one hundred and twenty DCCBRS was given to respondents of the three sampled schools. From the scoring and analysis of the completed DCCBRS for pre-test, a total of eighty-nine JS2 students were identified to have scored over 40 marks which implies the exhibition of Disruptive Classroom Communication Behaviour according to the scoring pattern of the scale. Thirty-six students were purposively selected from intact class and assigned to the two treatment groups and the control group.

### **3.8 Procedures for Intervention**

The intervention procedures were in three phases namely, pre-treatment phase, treatment phase and post-treatment phase. The three phases were discussed below:



### **3.8.1 Pre-Treatment Phase**

At the pre-treatment phase, the researcher engaged in a familiarization process with thirty-six sampled DCCBRS students of the three schools at different times based on periods allocated for English Language. The English teachers for these classes were with the researcher. The researcher seek the permission of the respondents to participate in the study and the researcher revealed to the respondents what the study is all about and what the subject teachers are expected to do while the study lasted. The DCCBRS instrument was administered for the pre-test and scored by the researcher. While the respondents were responding to the Pre-test instrument, the researcher was at hand to clarify any area of the instrument where the respondent(s) wanted clarification. The researcher also read the instruction and explained the instruction written on the instrument to the respondents. The pre-testing was done in their normal classrooms.

### **3.8.2 Treatment Phase**

The treatment phrase was the provision and the administration of the two counselling interventions using Token economy and Time-out counselling techniques on Disruptive Classroom Communication Behaviour of JS2 students. The treatment sessions lasted for seven weeks based on the models adapted for the studies (see appendix). Based on the scoring of the pre-test, subjects were purposively selected and assigned to the two treatment groups and the control group. The first treatment group was the Token Economy Counselling Technique and the second treatment group was the Time-out Counselling Technique while the control group did not received any treatment but normal class instructions of all their school subjects. Each of the treatment groups had fourteen sessions with two contacts per week and each session lasted 40 minutes (normal time allocated for the teaching of different subjects in the school Time-Table). Mondays,

Tuesdays, Wednesdays and Thursdays were used for the two groups as treatment sessions. English Language was taught to the students throughout the treatment sessions.

Class rules were clearly written in a chart and pasted on a visible place where subjects would have a proper view. A Timer and stop -watch were used as well .The tokens were cut into green cards in rectangular shape which were traded for exercise books. The subjects were taught some aspects of JS2 English Scheme of work for third term. The Non-exclusion Time-out was adopted for the study.

A detailed description of each treatment sessions for both Token Economy and Time-out counselling techniques groups were stated in the appendices (both the models and the treatment sessions). The treatment models for the two groups are outlined below:

**Treatment 1: (Token Economy Counselling Technique):**

- Session 1:** Familiarisation
- Session 2:** Identifying the target skill/ behaviour to be strengthened.
- Session 3:** Collecting Baseline Data.
- Session 4:** Identifying Reinforcers
- Session 5:** Establishing a Token economy programme.
- Session 6:** Implementing a Token Economy Programme
- Session 7:** Monitoring student progress and fading of the Token Economy programme.
- Session 8:** Re-administrations of the instrument.

**(Adopted from Miltenberger, 2008 and Neitzel, 2009)**

**Treatment 2 (Time-out Counselling Technique).**

- Step 1:** Familiarisation.
- Step 2:** Specifying the purpose, type and procedure for time-out.
- Step 3:** Select the type of Time-out to be used.

**Step 4:** Decisions on other element such as: duration of Time-out based on 5 minutes interval-to-15 minutes as the treatment progresses. Specify activities the students will engage in while in Time-out for example listening to class instruction.

**Step 5:** Training the student on the Time-out procedure.

**Step 6:** Time-out, Time-out, Time-out.

**Step 7:** Re-administration of the instrument

**(Adopted from Kazdin, A.E (1994), Behaviour Modification in applied settings.**

### **3.8.3 Post-Treatment Phase**

The DCCBRS scale was re-administered after the completion of the seven weeks treatment phase. The same instrument that was used for the pre-test was administered after two weeks of the treatment phase. The results of the pre-test (pre-treatment) and post-test (post treatment) were compared for effects. The extent of the effects in Disruptive Classroom Communication Behaviour features mean scores determines the significant effects of the treatments given during intervention phase.

### **3.9 Procedures for Data Analyses**

The statistical methods employed for this study based on the data collected and in conjunction with the research hypotheses are: Descriptive statistic such as Means and Standard Deviation were used to answer the research questions. Paired sample t-test was used to test hypotheses 1 and 2 while hypotheses 3, 4 and 5 were tested using ANCOVA (Analysis of Covariance). T-test is appropriate where there are comparisons between two variables. T-test was appropriate statistical test to determined significant effects between means of two groups while ANCOVA was used where there at least two or more factors

in one single analysis. All the research hypotheses were tested at 0.05 level of significance.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents an analysis of the findings of the study. The chapter therefore is made up of these sections: answers to research questions using descriptive statistics, hypotheses testing and discussions on the findings of the study. Hypotheses 1 and 2 were tested using paired sample t-test while hypotheses 3, 4 and 5 were tested using ANCOVA (of covariance). The Statistical Package of the Social Sciences IBM 20<sup>th</sup> Edition was used for the analysis.

#### **4.2 Demographic Data**

The data collected for this study covered the following: distribution of respondents into groups, distribution of respondents by gender and distribution of respondents by class. The following tables are used to present the data below. The analysis is presented in sections. The first section presents the frequencies and distribution of bio data variables which include name, class and sex of respondents. The second section presents the analysis of research question using item frequencies, means and standard deviations. The hypotheses were tested using paired t test and Analysis of covariance statistics to determine presence or absence of significant effects. All the hypotheses were tested at 0.05 alpha level of confidence. The fourth section presents the summary of major findings and discussions on findings.

**Table 4.1: Distribution of students into groups**

<b>Groups</b>	<b>Frequency</b>	<b>Percent</b>
Token Economy	12	33.3
Time out	12	33.3
Control	12	33.3
<b>Total</b>	<b>36</b>	<b>100.0</b>

Table 4.1 shows the distribution of the JS2 Students into experimental groups. On the respondents' treatment group, they were categorized into three groups. The first 12 were exposed to the experimental treatment of Token Economy Counselling Technique, while the second 12 were exposed to the second experimental treatment of Time-out Counselling Technique and the rest 12 were not exposed to any treatment, they were called the control group.

**Table 4.2: Distribution of Students by Gender**

<b>Gender(sex)</b>	<b>Frequency</b>	<b>Percent</b>
Male	19	52.8
Female	17	47.2
<b>Total</b>	<b>36</b>	<b>100.0</b>

Table 4.2 shows the distribution of JS2 Students according to gender. The male JS2 students in this study were 19 in number representing 52% while the rest 17 JS2 Students were female representing 47.2%.

### 4.3 Answers to Research Questions

The five research questions raised in chapter one were answered below using mean and standard deviation of the groups.

**Question One: What is the effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students?**

**Table 4.3: Pre-test and Post-test mean and standard deviation scores on the effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.**

Token Economy	N	Mean Score	Std.Dev	Std.Err
Pre test	12	48.8333	4.3029	1.2421
Post test	12	25.5000	2.3159	.6685

The table 4.3 showed the mean and standard deviation on the effect of TECT on DCCB mean scores of JS2 students exposed to TECT treatment, the calculated mean scores of the pre-test and post-test were 48.8333 and 25.5000 respectively. This is descriptive mean statistics on the effect of TECT on the pre-test and the post-test scores of DCCB of JS2 students. This result has shown that the mean scores of DCCB of JS2 students exposed to TECT had a lower post-test mean score of 25.5000 after been exposed to TECT treatment. This implies there is reduction in their exhibition of DCCB after exposure to treatment. The observed effect in DCCB reduction may be as a result of TECT treatment.

**Question Two: What is the effect of Time Out Counselling Technique on DCCB of Secondary School Students?**

**Table 4.4: Pre-test and Post-test mean and standard deviation scores on the effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.**

Time Out	N	Mean Score	Std.Dev	Std.Err
Pre test	12	48.9167	4.73782	1.36769
Post test	12	26.0000	2.25630	.65134

The table 4.4 showed the mean and standard deviation result on the effect of TOCT on DCCB mean scores of JS2 students, the calculated mean scores of the pre-test and post-test were 48,9167 and 26,0000 respectively. Table 4.4 above is the descriptive mean statistics on the effect of Time-out Counselling Technique on the pre-test and post-test mean scores on DCCB of JS2 students. From the table above, pre-test mean score was higher(48,9167) while a lower post-test mean scores(26,0000) was observed on the effect of Time-out Counselling Technique on the DCCB pre-test and post-test mean scores of JS2 students. This means that Time-out Counselling Technique has reduced DCCB which implies an effect has taken place. The observed effect may be as a result of Time-out Counselling Technique treatment.

**Question Three: What is the relative effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour of Secondary School Students?**

**Table 4.5: Mean and standard deviation on the relative effects of TECT and TOCT Counselling Techniques on DCCB of Secondary School Students**

Subject		Pre-test	Post-test	Mean reduction effect
Token Economy	N	12	12	
	Mean	48.83	25.50	23.33
	SD	4.30	2.31	
Time Out	N	12	12	
	Mean	48.91	26.00	22.91
	SD	4.73	2.25	
Control	N	12	12	
	Mean	50.83	50.66	0.17
	SD	7.23	5.17	

Table 4.5 above shows the mean and standard deviation of pre-test and post-test scores of Token Economy, Time-out Counselling Techniques and control group respectively, the calculated mean scores were  $48.83 \pm 4.30$  and  $25.50 \pm 2.31$  (TECT group), while TOCT group mean scores showed  $48.91 \pm 4.73$  and  $26.00 \pm 2.25$  and the Control group had  $50.83 \pm 7.23$  and  $50.66 \pm 5.17$ . The post-test mean scores has a lower mean of



23.33 and 22.91 on Disruptive Classroom Communication Behaviour by students exposed to Token Economy, Time-Out Counselling Techniques treatments and Control group respectively. Therefore, the mean DCCB have lower post-test mean scores among the students in Token Economy and Time- out Counselling Techniques than those in Control group. The observed effects in the post-test lower mean scores may be due to TECT and TOCT treatments.

**Question Four: What is the differential effect of Token Economy Counselling Technique on the Disruptive Classroom Communication Behaviour between male and female Secondary School Students?**

**Table 4.6: Mean and standard deviation on differential effect of Token Economy Counselling Technique (TECT) on DCCB between male and female Secondary School Students**

Subject	Sex		Pre-test	Post-test	Mean reduction effect
Token Economy	Male	N	6	6	
		Mean	52.76	39.61	13.15
		SD	5.91	13.45	
	Female	N	6	6	
		Mean	46.35	36.27	10.09
		SD	3.72	13.85	
Control	Male	N	7	7	
		Mean	53.57	51.14	2.43
		SD	7.87	5.63	
	Female	N	5	5	
		Mean	50.00	47.00	3.00
		SD	7.87	5.45	

Table 4.6 above shows the mean and standard deviation of pre-test and post-test scores of Token Economy Counselling Technique (TECT) on DCCB between male and female JS2 Students, the calculated mean scores in the Token Economy Counselling Technique treatment group, male pre-test and post-test scores were 52.76 and 39.61 indicating post-test lower mean score of 13.15 while female pre-test and post-test scores were 46.36 and 36.27 respectively, indicating post-test lower mean score of 10.09. In the control group, male pre-test and post-test scores were 53.57 and 51.14.

The pre-test and post- test scores of the female in the Control group were 50.00 and 47.00 respectively. Therefore the post-test mean DCCB have lower mean score between the male and female students in Token Economy Counselling Technique treatment group than male and female in the Control group. This observed lower mean scores may be due to the effect of TECT treatment.

***Question Five: What is the differential effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students?***

**Table 4.7: Mean and standard deviation on differential effect of Time-out Counselling Technique (TOCT) on DCCB of male and female Secondary School Students**

Subject	Sex		Pre-test	Post-test	Mean reduction effect
Time Out	Male	N	6	6	
		Mean	50.16	27.50	23.16
		SD	5.07	1.87	
	Female	N	6	6	
		Mean	47.66	24.50	23.16
		SD	4.47	1.51	
Control	Male	N	7	7	
		Mean	53.57	51.42	2.15
		SD	7.81	4.67	
	Female	N	5	5	
		Mean	50.00	47.00	3.00
		SD	4.41	6.32	

Table 4.7 above showed the mean and standard deviation on the differential effect of Time-Out Counselling Technique (TOCT) on Disruptive Classroom Communication Behaviour of male and female JS2 Students. In the Time-out Counselling Technique treatment group, male pre-test and post-test scores were 50.16 and 27.50 respectively, the post-test score indicated a lower mean of 27.15. Among the female, pre-test and post-test scores were 47.66 and 24.50 respectively, the result of the post-test showed a lower mean of 23.16. The control group male pre-test and post- test scores were 53.57 and 51.14. With the females in the control group, their pre -test and post-test were 47.00 and 50.00. Therefore the post-test mean DCCB have lower mean score between the male

and female students in Time Out Counselling Technique treatment group than male and female in the control group. The observed post-test lower mean score may be due to the effect of TOCT treatment.

#### 4.4 Hypotheses Testing

Five hypotheses were formulated and tested at 0.05 level of significance using t-test for paired sample and analysis of covariance (ANCOVA). The following are the result of the test from the data collected.

Hypothesis One: This null hypothesis states that, there is no significant effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.

To test this hypothesis, the pre-test and the post-test of Disruptive Classroom Communication Behaviour of Token Economy Counselling Technique treatment group were computed and comparatively analysed for the presence and absence of significant effect in the mean scores of Disruptive Classroom Communication Behaviour of JS2 students.

**Table 4.8: Paired sample t test statistics on the effect of TECT on the pre-test and Post-test mean scores on DCCB of JS2 students**

Variable	N	Mean Score	Std. Dev.	Std. Err	Df	t-cal.	t-crit	P(sig)
Token Economy								
DCCB Pre-test	12	48.8333	4.30292	1.24215	11	16.604	1.96	0.000
DCCB Post-test	12	25.5000	2.31595	.66856				

*Calculated p < 0.05, Calculated t > 1.96, at df 11*

The above paired sample t-test in table 4.8 showed the effect of TECT on DCCB, the statistics result showed that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t-value of 16.604 is higher than the

t-critical value of 1.96, atdf 11. Their calculated mean DCCB in the pre-test and post – test scores were 48.8333 and 25.50000 respectively. This means that their mean DCCB after exposure to TECT treatment had a lower post-test mean scores of 25.0000, implying a significant effect has taken place. Consequently, the null hypothesis which stated that, there is no significant effect of TECT onDCCB of Secondary School Students is hereby rejected because the p value was lower than 0.5 level ofsignificance which indicated there was significant effect of TECT on the pre-test and post-test mean scores on DCCB of JS2 students exposed to TECT treatment.

**Hypothesis Two: This null hypothesis states that, there is no significant effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.**

To test this hypothesis, the pre-test and post-test of Time out Counselling Technique treatment group were computed and comparatively analysed for the presence or absence of significant effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour.

**Table 4.9: Paired sample t test statistics on theeffect of TOCT on the pre-test and post- test mean scores on DCCB of JS2 Students.**

Variable	N	Mean Score	Std. Dev.	Std. Err	df	t-cal.	t-crit	P(sig)
TOCT								
DCCB Pre-test	12	48.9167	4.73782	1.36769	11	17.479	1.96	0.000
DCCB Post-test	12	26.0000	2.25630	.65134				

*Calculated p < 0.05, Calculated t > 1.96, at df 11*

The result from the paired sample t-test statistics on the effect of TOCT on the pre-test and post- test mean scores of JS2 Students in the table 4.9 above showed that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 17.479 is higher than the t-critical value of 1.96, at df 11. Their calculated mean DCCB in the pre-test and post-test mean DCCB were 48, 9167 and 26,

0000. According to the table above, there exist a significant effect of TOCT on the pre-test and post- test mean scores of DCCB of JS2 Students. This implies that, TOCT treatment has significantly reduced DCCB of JS2 Students, meaning a significant effect has taken place. Hence, the null hypothesis which stated that there is no significant effect of TOCT on DCCB of Secondary School Students is hereby rejected because the p value was found to be lower than the 0.5 level of significance.

**Hypothesis Three: There is no significant relative effect of Token Economy and Time- out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students.**

**Table 4.10: Summary of ANCOVA results on the relative effect of Token Economy and Time- out Counselling Technique on DCCB of Secondary School Students.**

tests of Between-Subjects Effects

Dependent Variable: Test\_Scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9307.958 <sup>a</sup>	5	1861.592	85.566	.000
Intercept	125751.125	1	125751.125	5779.983	.000
Group	2890.083	2	1445.042	66.419	.000
Tests	4309.014	1	4309.014	198.058	.000
group * Tests	2108.861	2	1054.431	48.465	.000
Error	1435.917	66	21.756		
Total	136495.000	72			
Corrected Total	10743.875	71			

a. R Squared = .866 (Adjusted R Squared = .856)

The result of the ANCOVA analysis in table 4.10 showed  $F(2,66)=48.465, P<0.000$  of JS2 students exposed to both Token Economy and Time-out Counselling Techniques. The calculated p value of the groups and tests value of 0.000 was found to be lower than the 0.05 alpha level of significance where  $F(2,66)=48.465$  is significant. In the Token Economy Counselling technique treatment group, there was a higher pre-test mean score of  $48.83\pm 4.30$  and a lower post-test mean score of  $25.50\pm 2.31$ . The Time-out Counselling Technique group showed a higher pre-test mean score of

48.910±4.73 and a lower post-test mean score of 26.00±2.25, while the control group had pre-test mean score of 50.83±7.23 and a post-test mean score of 50.66±5.17. The reduction in the exhibition of DCCB as indicated by the result of the post-test of both TECT and TOCT treatment groups (lower post-test mean scores 25.50±2.31 and 26.00±2.25 respectively) shows there is a significant effect of both counselling techniques in the reduction of the exhibition of DCCB among students when exposed to treatments. Therefore, the null hypothesis which stated that there is no significant relative effect of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviour is hereby rejected because both techniques have the same effect on the reduction of DCCB among students when exposed to the treatments.

**Table 4.11: Post hoc using scheffe test Homogeneous Subsets Test\_Scores Scheffe<sup>a,b</sup>**

Group	N	Subset	
		1	2
Token Economy	24	37.1667	
Time out	24	37.4583	
Control	24		50.7500
Sig.		.977	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square (Error) = 21.756.

a. Uses Harmonic Mean Sample Size = 24.000.

b. Alpha = .05.

Table 4.11 is the result of post hoc using scheffa test which showed TECT and TOCT in subset 1 with lower mean scores 37.1667 and 37.4583 respectively with lower mean level of significance while those in the control group were placed in subset 2 with the highest mean scores 50.7500 which showed higher level of significance because they were not exposed to treatment. TECT and TOCT in subset 1 were the treatment groups and their result revealed the same mean scores after being exposed to treatment and this indicated that both Counselling Techniques do not differ in their effects in reducing

Disruptive Classroom Communication Behaviour among JS2 Students exposed to the treatments.

**Hypothesis Four: There is no significant differential effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.**

**Table 4.12: Summary of ANCOVA analysis on the effect of Token Economy Counselling Technique on DCCB between male and female Secondary School Students**

**Tests of Between-Subjects Effects**

**Dependent Variable: Test\_Scores**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5446.741 <sup>a</sup>	7	778.106	31.195	.000
Intercept	91383.813	1	91383.813	3663.639	.000
Sex	129.118	1	129.118	5.176	.028
Tests	1514.839	1	1514.839	60.731	.000
Group	1990.292	1	1990.292	79.792	.000
sex * Tests	17.962	1	17.962	.720	.401
sex * group	3.626	1	3.626	.145	.705
Tests * group	1592.304	1	1592.304	63.837	.000
sex * Tests * group	25.990	1	25.990	1.042	.314
Error	997.738	40	24.943		
Total	99813.000	48			
Corrected Total	6444.479	47			

a. R Squared = .845 (Adjusted R Squared = .818)

Table 4.12 above is the result of the ANCOVA test which showed  $F(1,40)=1.042, p=0.314$  which is greater than 0.05 level of significance. This indicated that no significant differential effect of Token Economy Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students was observed. In the Token Economy Counselling Technique treatment group, male pre-test and post-test scores were 52.76 and 39.61 indicating a post-test lower mean score of 13.15, while the females pre-test and post-test scores were 46.36 and 36.27 respectively, indicating a post-test lower mean score of 10.09. For the control group, male pre-test and post-test scores were 53.57 and 51.14. Among the females in the control group, their pre-test and post-test scores were 50.00 and 47.00

respectively. Therefore, the mean score of Disruptive Classroom Communication Behaviour have a lower post-test mean score(13.15 and 10.09) between the male and female students in Token Economy Counselling Technique group than male and female in the control group implying Token Economy Counselling Technique has no bias effect on the gender of the students exposed to Token Economy Counselling Technique treatment. Therefore, the null hypothesis four was accepted and retained because the p value was found to be greater than 0.05 alpha level of significance.

**Hypothesis Five: There is no significant differential effect of Time-Out Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students.**

**Table 4.13: Summary of ANCOVA analysis on the effect of Time-out Counselling Technique on DCCB of male and female Secondary School Students**

**Tests of Between-Subjects Effects**

Dependent Variable: Test\_Scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1967.805 <sup>a</sup>	3	655.935	6.212	.001
Intercept	91258.855	1	91258.855	864.247	.000
Sex	283.105	1	283.105	2.681	.109
Tests	1609.699	1	1609.699	15.244	.000
sex * Tests	27.949	1	27.949	4.265	.0002
Error	4646.112	44	105.593		
Total	99366.000	48			
Corrected Total	6613.917	47			

a. R Squared = .298 (Adjusted R Squared = .250)

Table 4.13 above is the result of ANCOVA analysis that showed  $F(1,44)=4.265, p=0.002$ . In the Time-out Counselling Technique treatment group, male pre-test and post- test scores were 50.16 and 27.50 respective indicating a lower post-test mean score of 27.15. Among the females, their pre-test and post- test scores were 47.66 and 24.50 respectively, indicating a lower post-test mean score of 23.16 . In the control group, the males pre-test and post- test scores were 53.57 and 51.14. Among the



females in the control group, their pre-test and post- test scores were 50.00 and 47.00 respectively. Time –out Counselling Technique has bias effect on the gender of the JS2 students exposed to TOCT treatment.

Therefore, the null hypothesis which states that there is no significant differential effect of Time-out Counselling Technique on DCCB between male and female JS2 students is hereby rejected because the calculated p value of the groups and tests value of 0.002 was found to be lower than the 0.05 alpha level of significance.

#### **4.5 Summary of the Major Findings**

With careful collection of relevant and analysing the same data, the major outcome of the study were given in the following summary:

1. The null hypothesis which stated there is no significant effect of Token Economy on Disruptive Classroom Communication Behaviour of Secondary School Students was rejected because the p value was found to be lower than 0.5 alpha level of significance.
2. The null hypothesis which stated that there is no significant effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of Secondary School Students was rejected because the p value was found to be lower than 0.5 alpha level of significant.
3. The null Hypothesis Three which stated that there is no significant relative effect of Token Economy and Time-out Counselling Technique on Disruptive Classroom Communication Behaviour of secondary School Students was also rejected because the p value was found to be lower than the 0.5 alpha level of significant.
4. The null hypothesis which stated there is no significant differential effect of Token Economy Counselling Technique on Disruptive Classroom

Communication Behaviour between male and female Secondary School Students was retained because the p value was found to be greater than the 0.5 alpha level of significant.

5. The null hypothesis which stated that there is no significant differential effect of Time-out Counselling Technique on Disruptive Classroom Communication Behaviour between male and female Secondary School Students was rejected because the p value was found to be lower than the 0.5 alpha level of significance.

#### **4.6 Discussions of Findings**

Disruptive classroom communication behaviour has been one major challenge being faced by classroom teachers in most of our Nigerian secondary schools. The display of these disruptive behaviours during class instruction may not only deter teacher's professional efforts but may also if unchecked spread and breed more disciplinary problems in the classrooms. It is based on this that this study aimed to majorly investigate how Token Economy and Time-out Counselling Techniques may positively or negatively change this condition in our Secondary Schools in Zaria Metropolis.

Learning theory postulates that every behaviours is learned and any learned behaviour can be unlearned hence this study emphasised adherence to the grand rule of hand raise for any form of communication to take place during class instruction. Therefore the findings of this study are in agreement with Operant conditioning that the best way to understand behaviour is to look at the causes of an action and its consequences (Mcleod, 2007). The findings were evident from the pre-test and post-test mean scores of the two experimental groups (TECT and TOCT) and the control group.

The findings were also in agreement with the initial assumptions of this study that the two counselling techniques will have effect of either reducing or increasing the exhibition of Disruptive Classroom Communication Behaviour among Secondary School

Students in Zaria Metropolis. Pavlov emphasised that most of the time, learning is associated with the process of conditioning from the beginning which do not only help us to learn what is desirable but also helps to eliminate, avoid or unlearn undesirable fear, phobias, habits and superstitious beliefs through deconditioning.

The findings of this study based on hypothesis one revealed the significant effect of Token Economy Counselling Technique on the reduction of the exhibition of Disruptive Classroom Communication Behaviour of JS2 Students exposed to Token Economy Counselling Technique treatment. The result revealed a significant effect existed. Also, Research question one was answered through a computation of the pre-test and post-test mean scores which revealed that TECT had significant effect on DCCB. The result of a lower post-test mean score confirmed the reduction in the exhibition of DCCB among students exposed to TECT. The findings is supported by Zlomke and Zlomke (2003) who carried out a study using Token Economy, Self- monitoring and where Time-out was adopted as one of the traditional practices to reduce Disruptive Classroom Behaviour in an adolescent (thirteen year-old ) with emotional and behavioural disorder. The result from their study showed that Token Economy has the effect of reducing minor disruptive and aggressive classroom behaviours. The use of Token economy, Self-monitoring plus time-out further produced a clinically significant reduction in the target behaviour of the adolescent. In the same vein, Aljuhaish(2015) findings from his study also affirms the effectiveness of Token Economy as an intervention strategy. Aljuhaish, 2015 investigated the effectiveness of Behaviourist Token Economy system on teaching English as a second Language in Saudi Schools in Kuala Lumpur. His findings revealed that Token Economy promotes better learning of English as a second Language.

The result of hypothesis 2 revealed significant effect existed which implies Time-out Counselling Technique treatment has reduced the exhibition of DCCB among

JS2 students. Also, Research question 2 was answered through a computation of the pre-test and the post-test mean scores which showed that TOCT had a significant effect on DCCB. The result of a lower post-test mean score confirmed the reduction in the exhibition of DCCB among students exposed to TOCT treatment. The findings of this hypothesis is in agreement with Donaldson and Vollmer, 2011 whose study aimed to make a comparison between the use of a fixed duration Time-out and a release contingency Time-out on children misbehaviour. The result of their study showed that both Time-out (fixed duration and a release contingency) were effective in reducing children behavioural problem and that only 4 minutes was necessary for a successful Time-out with children. This finding is also supported by Zlomke and Zlomke (2003) who used Token economy, Self-monitoring plus Time-out in a study with the aim to reduce disruptive behaviour in a 13-year-old male adolescent with an emotional and behavioural disorders. Points were not earned by the student while on Time-out. During the Time-out intervention procedure, the student was removed to behind a time-out screen for five minutes. The result on Time-out log showed decrease in the number of times the student spent on Time-out as the study progresses.

From hypothesis 3, findings from the ANCOVA test result revealed that both Token Economy and Time-out Counselling Techniques have similar effects in reducing the exhibition of Disruptive Classroom Communication Behaviour among JS2 Students exposed to TECT and TOCT treatments when compared with those of the control group. In addition, Research question three was answered through the computation of the pre-test and post-test mean scores which showed that both TECT and TOCT has significant effect on DCCB. The result of a lower DCCB post-test mean scores confirmed the reduction in the exhibition of DCCB among students exposed to both TECT and TOCT treatments. The findings of this hypothesis is in agreement with Hassan and

Aderanti(2012), who in their study examined the Differential Effectiveness of Self-management and Token Economy in the treatment of Disorderliness among Adolescents. The result of their study revealed that both Self-management and Token Economy reinforcement are effective in the treatment of Disorderliness among Adolescents. The findings of Luiselli, Pace and Dunn (2006) from their study where they compared the effectiveness of release Contingency and Fixed-duration procedures on the number of restraints required for the individuals with developmental disabilities. Their result concur with the findings of this hypothesis because their also discovered that Time-out (restraints) was more effective at reducing the number of times behavioural problems that warrant restraints occur.

With regard to hypothesis four, the result showed no significant differential effect was observed between JS2 male and female students exposed to Token Economy Counselling Technique treatment. Findings from Research question four confirms the result of hypothesis 4 where the DCCB instrument was pre-tested and post-tested and there was a reduction in the exhibition of DCCB between male and female students exposed to TECT treatment. This implies TECT have effectively reduced the exhibition of Disruptive Classroom Communication Behaviour of male and female JS2 students exposed to TECT treatment when compared with those in the control group. The findings also revealed that Token Economy is not gender sensitive. The findings of Allison and Fahlenkamp (2008) supported the findings of hypothesis 4, they conducted a survey study using Token Economy with 12 boys and 12 girls in a first grade class in an academic year calendar. Their study investigated boys' and girls' perception on the use of reward and its consequences in the classroom setting. The authors made use of Token Economy at the display of desired behaviour of the students. Allison and Fahlenkamp (2008) study revealed that Token Economy was successful on both the boys' and the girls' because as

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a result of Token Economy, the boys' and girls' started exhibiting the desired behaviour for classroom learning (consequence of Token Economy) The findings is in line with McGoey and Dupaul (2009) who in their study use Response cost to compared with Token reinforcement. Their study revealed that both techniques were effective in reducing disruptive behaviour.

Also in support of this findings of this study based on hypothesis 4 is Ihiegbulem, Ihiegbulem and Igwebuikie (2011), whose study was to determine the effect of Token Economy on the academic achievement of secondary school students in Rivers state. Their population was a mixed sex grouping. The result of their study showed that Token economy had significant effect on academic achievement of the students. Their findings confirmed that Token economy is not gender sensitive when used between mixed sex grouping in a study.

Findings from hypothesis five revealed that there was a significant differential effect of Time-out Counselling Technique on the exhibition of Disruptive Classroom Communication Behaviour between male and female JS2 Students exposed to TOCT treatment. Also, Research question five was answered through the computation of the DCCB pre-test and post-test mean scores which showed a lower post-test mean score of the female students than their male counterparts. The result showed that Time-out Counselling Technique had greatly reduced the exhibition of DCCB of both male and female JS2 Students though the post-test showed a lower mean score of 24.50 among the females exposed to TOCT treatment when compared to their male counterpart's post-test higher mean score of 27.15. Time-out Counselling Technique has a significant differential effect and was found to be gender sensitive based on the result of this hypothesis. In support of this finding is Rubenstein and Mourino (1983 retrieved online 2015) who used Time-out on eighty-three preschool children between 34-56

months old. The purpose of their study was to evaluate the use of Time-out as a behaviour modification technique on the paediatric dental patient. Though only 12 out of the eighty-three children required Time-out and success was recorded on seven of the twelve children. The seven children were mixture of boys and girls. The twelve children were eight girls and four boys. The result of their findings revealed that Time-out technique was more successful with five girls and only two boys. Their findings further confirmed that Time-out technique is gender sensitive. Their study suggested that Time-out should be considered as an early behaviour management technique. The result of the study of Zlomke and Zlomke (2003) who used Time-out as one of the intervention technique in the treatment of an adolescent 13 years old boy with emotional and behavioural disorder disagree with the findings of the result above because the result of Zlomke and Zlomke 2003 revealed that Time-out technique was successfully used to reduced emotional and behavioural disorder of the adolescent boy.

The researcher's view on this result of Time-out being gender sensitive may be attributed to the fact the two treatment groups and the control group were a mixed sex group interaction, probably that their age are similar and they share similar socio-economy background because their school is a fee paying one. And because of the similarity of socio-economy background and mixed sex grouping, the female students would not like to be embarrassed as a result of constantly being asked to go on time-out hence the female students had to conform to expected classroom communication behaviour.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the entire research study. The chapter also reveals the conclusion drawn from the findings of the study, suggestions and recommendation for further areas for further research studies were also outlined based on the findings of the study.

#### **5.2 Summary**

The researcher was moved by the many and numerous report of incidences of disruptive and uncivil classroom communication behaviour exhibited by some students during class instructions. The exhibition of this unruly behaviour are either in the form of nonverbal Disruptive Classroom Communication Behaviour or verbal Disruptive Classroom Communication Behaviour which in specific are in the form of noise making, side talk, whispers, chorus answers to teacher's questions, body signal, facial contact, sleeping in class, dragging of chair and desk or throwing objects to the front or back and lack of attentiveness. These Disruptive Classroom Communication Behaviour most at times lead to disciplinary problems in the classrooms. Disruptive Classroom Communication Behaviour may not only cause disciplinary problems but may frustrate the teaching efforts of the teachers particularly in the area of class control. In addition, disruptive classroom communication behaviour may breed low or poor academic performance. Where these behaviour are allowed to thrive, other students may quickly copied these unruly behaviour if the disrupter is not checked by the teacher as the teacher's lack of action on the continuous display of disruptive classroom communication behaviour may also indicate to other students that the teacher is nonchalant over such behaviour therefore everyone is free to behave as he or she likes during class instructions.



It is based on these that the researcher wanted to proffer some solutions to this problem from by looking at how Token Economy and Time-out counselling techniques may or not help reduce Disruptive Classroom Communication Behaviour among Secondary School Students in Zaria Metropolis.

To test the effects of these two techniques on the exhibition of Disruptive Classroom Communication Behaviour mean scores of JS2 students, the research was guided by five objectives, five research questions and five corresponding hypotheses. The five research questions were translated into five null hypotheses. From the result presented in chapter four, hypotheses 1, 2,3 and 5 were rejected as significant effects existed between the groups whereas hypothesis 4 was accepted and retained because no significant effect was observed in the group. The scope of this study was also presented.

Chapter two gives the review of related Literature. The conceptual framework as to the concept of Token economy and Time –out and other related issues such as models and procedures were reviewed. Operant conditioning by B.F Skinner, Classical conditioning by Ivan Pavlov and Edward Thorndike theory of Trial and Error learning were the three theories which formed the theoretical framework for this study, these theories were reviewed and behaviour modification was also discussed. Some related and recent empirical studies were also reviewed and summary of chapter two was presented.

Also, the chapter three of this study presents the research design (quasi experimental design non-randomized pre-test and post-test control group design), the population which comprises four thousand, nine hundred and fifty Junior secondary school students of Zaria metropolis (JS2 students from private secondary schools) while the target population were two hundred and twenty students of the three selected private secondary schools. Thirty-six students were purposively used as sample for the study.

Based on the scoring of the pre-test instrument (DCCBRS), samples were drawn and assigned to the two treatment groups and to the control group. The treatment procedures were presented. The treatment sessions lasted seven weeks with a total of fourteen sessions. The DCCBRS instrument which was used for the pre-test was also re-administered for post-test after two weeks of the treatment sessions. The DCCBRS was an adapted instrument though some other items based on Literature review were added in order to suit the topics of the study. The instrument was pilot tested for validity and reliability. The procedure for data analysis were presented. The schools that were used for this study all had two or three arms therefore one of the arms was used for the study for the different treatment group per school and the control group.

The chapter four describes and presents the results and discussion obtained from the study. Data obtained were presented along with the result of the research questions and hypotheses testing, summary of the major findings and discussions on the findings of the study were also presented. Five research questions were translated into five null hypotheses for the study. Hypotheses 1 and 2 were tested using paired sample t-test, hypotheses 3,4 and 5 were analyzed using Analysis of Covariance.

In the same vein, chapter five gives the summary of the study. Conclusions deduced from the findings of the study and recommendations from the findings were discussed. Also, suggestions for further studies were presented.

### **5.3 Contributions to Knowledge**

The study established that:

1. Finding reveals that Token Economy Counselling Technique was effective in reducing Disruptive Classroom Communication Behaviour among Secondary School Students with the p-value of  $0.000 < 0.05$ .

2. Finding shows that Time-out Counselling Technique was effective in reducing Disruptive Classroom Communication behaviour among Secondary School Students with the p-value of  $0.000 < 0.05$ .
3. Also, finding reveals that both Token Economy and Time-out Counselling Techniques do not differ in their effectiveness on the reduction of Disruptive Classroom Communication Behaviour among Secondary School Students with the p-value of  $0.000 < 0.05$ .
4. Finding shows that Token Economy Counselling Technique was effective in the reduction of Disruptive Classroom Communication Behaviour between male and female Secondary School Students with the p-value of  $0.314 > 0.05$ .

#### **5.4 Conclusions**

Based on the outcomes of this study, the following conclusions were drawn:

1. The result of the study revealed that Token Economy Counselling Technique has significantly reduce the exhibition of Disruptive Classroom Communication Behaviour among Secondary School Students. This conclusion was drawn from the result of the research question one and the testing of hypothesis One.
2. Also, the result of research question 2 and hypothesis 2 has shown that Time-out Counselling Technique has significant effect in the reduction of the exhibition of Disruptive Classroom Communication Behaviour among Secondary School Students.
3. From the result of research question 3 and hypothesis 3 it was concluded that both Token Economy and Time-out Counselling Techniques has no differential effect in the reduction of Disruptive Classroom Communication among Secondary

School Students. The two counselling techniques has the same significant effect when used among secondary School Students.

4. Based on the result of research question 4 and hypothesis 4, Token Economy Counselling Technique has no significant differential effect between male and female Secondary School Students. Hence, it is concluded that Token Economy Counselling Technique can significantly reduce the exhibition of Disruptive Classroom Communication Behaviour between male and female Secondary School Students.
5. With reverence to the findings from research question 5 and hypothesis 5, Time-out Counselling Technique has significant differential effect between male and female Secondary School Students. It is concluded from the result of the findings that Time-out Counselling Technique is gender bias.

### **5.5 Recommendations**

Based on the findings of this study, the following recommendations are hereby presented:

1. The findings of this study revealed that Token Economy Counselling Technique have significant effects on the reduction of the exhibition of Disruptive Classroom Communication Behaviour of Secondary School Students. It is therefore recommended the school Counsellor use TECT in managing DCCB among Secondary School Students. Also TECT should be used to motivate and reward the exhibition of good behaviour in the School Community, therefore the school Counsellors should ensure that the use of Token Economy Counselling Technique spread to the school Assembly and other occasions organized by the schools.

2. Time-out Counselling Technique was also discovered to have significant effect in the reduction of the exhibition of Disruptive Classroom Communication behaviour among Secondary School Students. It is recommended that the School Counsellor should use TOCT to manage DCCB among Secondary School students. The classroom teachers should collaborate with the School Counsellors to manage Disruptive Classroom Communication Behaviour among Secondary School Students by referring some of the students who constantly exhibit DCCB to the School Counselor(s) if the teacher(s) feels the disrupter is beyond what he or she could handle. Time-out Counselling Technique should be used to reduce unwanted behaviour in the classrooms.
3. Both Token Economy and Time-out Counselling Techniques had significant effects on the reduction of the exhibition of Disruptive Classroom Communication Behaviour among Secondary School Students. Therefore, it is recommended the School Counsellors should not only appropriate these two techniques in their discharge of professional duties among Secondary School students but should also organize seminars and trainings for classroom teachers and career masters/ mistresses on what these two counselling techniques are and the utilities of these two Counselling Techniques to enhance their teaching profession.
4. Token Economy Counselling Technique had no significant differential effect on the reduction of the exhibition of Disruptive classroom Communication behaviour between male and female secondary School Students exposed to TECT treatment. Token Economy Counselling Technique was not gender sensitive from the findings of the study. It is recommended that TECT could be used in managing DCCB among Secondary School Students either male or female without fairness of its effectiveness.

5. Time-out Counselling Technique had a differential significant effect on the reduction of the exhibition of Disruptive Classroom Communication Behaviour between male and female Secondary School Students, though the significant effect was more evident on the female students than their male counterpart. Therefore, it is recommended that in the application of TOCT, the School Counsellor should be conscious of the gender of the student because TOCT is gender bias in its effect.

### **5.6 Suggestions for Further Studies**

From the methodology and the findings of this study, the researcher suggests the following areas for further studies:

1. This study was delimited to only Junior Secondary School two students of private schools in Zaria Metropolis, it is suggested that similar study be replicated in a public school using the same class and techniques to see whether the same result can be obtained so that generalization could be made about the findings on all secondary schools in Zaria Metropolis.
2. This study can also be replicated in any other parts of Nigerian Secondary Schools using a different year group or class with different behaviour intervention techniques. This will enable researches to observe if similarities exist in the findings for the purpose of generalization.
3. It is also suggested that other aspects of Disruptive Classroom Behaviour could be studied using different Counseling Techniques.
4. A study using a single sex grouping could be carried out using these two techniques since this present study used mixed sex grouping.

5. This present study used three different schools for the study, two schools for the treatment groups and the third school for the control group. It is suggested that a similar study be conducted using a school that has three arms of a year group. Each of the arms will be used for the two treatment group and the third will be used for the control group. This will allow for a wider coverage of the treatment sessions and other variables such as academic performance may be included in the study.

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APPENDIX A

LETTER OF INTRODUCTION



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: \_\_\_\_\_

Date: 29/4/15

Zaria Educational  
Zonal Office  
Gaskiya

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:

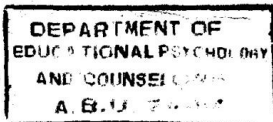
The Effects of Token Economy And  
Time-out Counselling Techniques on  
Disruptive Classroom Communication  
Behaviour Among Secondary School  
Students in Zaria Metropolis.

Thank you for your continued cooperation.

Yours Sincerely,

RMBello

Research Adviser



**APPENDIX B**  
**DISRUPTIVE CLASSROOM COMMUNICATION BEHAVIOUR RATING**  
**SCALE (DCCBRS) FOR SECONDARY STUDENTS**

**INTRODUCTION**

The researcher is by name Ogunwole, Esther Adebimpe (Ph.D/EDUC/01438/2008-09] a student of the department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria is undertaking a Ph.D work on the effects of Token Economy and Time-out Counselling Techniques on Disruptive Classroom Communication Behaviours Among Secondary School Students in Zaria Metropolis. The researcher assures the respondents that all information collected through this instrument would be used for research purpose only and will be treated with utmost confidentiality.

**Thanks.**

Instruction- You are please requested to respond to these set of statements by filling the information in section A and by ticking [] against the appropriate options in section B of this instrument that best represent your feelings on the statement.

Section A;

1. Name of student \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Class \_\_\_\_\_
- 4 Male/Female \_\_\_\_\_

**Section B**

S/N		1 Not at all	2 Just a little	3 Pretty much	4 Very much
1.	I like listening to my friend's side talk while the teacher is teaching.				
2.	I often talk (whisper) to the student sitting close to me while the teaching is going on.				
3	I often drag my chair and my desk while class teaching is going on.				
4	I often call out to the teacher while the teaching is going on.				
5	I often say something during class teaching so that my classmates will be amused.				
6	I like passing notes on a piece of paper to other students sitting beside me when the teacher is teaching.				
7	I often throw objects to other students while teaching is going on.				
8	I often like reading my notes and other books while teaching is going on.				
9	I sometimes sleep off in class while class teaching is going on.				
10	I often say, "teacher me" when the teacher asked a question during class instruction.				
11	I sometimes chorus answers to teacher's questions in the class.				
12	I often say answers to teacher's questions without being called upon by my teacher.				
13	I sometimes mimicked my teacher during class instruction.				
14	I sometimes communicate with my friends using signals during class instruction.				
15	I talk with fellow student through the window without permission from the teacher.				
16	The teacher often say, "I want to hear myself only now" to the entire class.				
17	I like to argue with my teacher during class instruction even when such argument is not necessary.				
18	I sometimes bring my phone to class and play games or text messages while teaching is going on.				
19	I sometimes eat or drink noisily during class instruction.				
20	I sometimes enjoy the situation where everybody is making noise or screaming during class instruction.				

Adapted from Coulby & Harper (1985) Behaviour Checklist.



**APPENDIX C**

**SCHEME OF WORK FOR JS2 ENGLISH LANGUAGE (THIRD TERM)**

**TEXTBOOK: New Concept English Book 2 By Adewole -Adeoyetal**

<p>Week 1 Lesson 1</p> <p>Lesson 2</p>	<p>Vocabulary Development</p> <p>Grammar</p>	<p>Learning words from their root: Register of Government and Election ( pages 20-21) Adjectives and Adverbs (pages 20 – 21)</p>
<p>Week 2 Lesson 1</p> <p>Lesson 2</p> <p>Week 3 Lesson1</p> <p>Lesson 2</p>	<p>Composition</p> <p>Oral English</p> <p>Reading Comprehension</p> <p>Vocabulary Development</p>	<p>Writing tips ( pages 27-29) : Expository Essay: Composition ( A Day I Will Never Forget –for example an exciting day at school ). The Diphthong /au/ ( pages 31-32)</p> <p>The Poem- Africa ( pages 33-35). Explaining the terms- paraphrasing and summary writing. Exercises on pages 35-36</p>
<p>Week 4 Lesson 1</p> <p>Lesson 2</p>	<p>Grammar</p> <p>Literature</p>	<p>Adverbial clause of Place and time Exercises on pages 37-39 Reading of the novel : The gods are hungry by Jerry Okeke. Explanation of the Literary terms such as Prose, Drama, Poetry style, Diction, Theme, Plot, Setting and Characterization ( pages 42-44)</p>

Week 5 Lesson 1	First Assessment Litereature	Continuous	Reading of the novel “ The gods are hungry Jerry Okeke
Week 6 Lesson 1			Consonant sound /h/ practice ( pages 45-46)
Lesson 2	Oral English Reading Comprehension		The passage “The civil service” ( pages 47-49 )
Week 7 Lesson 1	Composition		Descriptive composition, explanation and writing practice “ My Best Friend”
Lesson 2	Vocabulary Development		Finife verbs Words often confused ( pages 49-51)
Week 8 Lesson 1	Literature		Reading of the Novel- “ The White Wizard” by TadeAdegbindin
Lesson 2	Reading comprehension		The passage “ Computers” pages 57-60)
Week 9 Lesson 1	Vocabulary Development		Register of Entertainment ( pages 60-61)
Lesson 2	Grammar		Adverbial, Prepositional and Adjectival phrases ( pages 61-63).
	Second Assessment	Continuous	
Week 10 Lesson 1	Reading Comprehension		The passage- Bribery and Corruption ( pages 71-73)
Lesson 2	Oral English		The Consonants /m/ and /n/ (exercises on pages 67-70)
Lesson 3	Vocabulary Development		Synonyms and Negative Prefixes ( page 73)
Week 11	Revision		
Week 12	Examination		

Source- Demonstration Secondary School, Ahmadu Bello University, Samaru-Zaria.

## **APPENDIX D**

### **Classroom Rules and Regulations**

1. Do not talk while the teacher is talking or other students are talking.
2. Do not drag your feet.
3. Any form of talking/ noise is not accepted during class instruction.
4. Do not hum any song.
5. Do not write on any piece of paper nor pass such paper to the next student.
6. Do not engage in side talk.
7. Do not blurt out information.
8. Do not chorus answer
9. Do not call out Teacher except for a genuine reason.
10. Do not repeat nor mimic the teacher unless instructed by the teacher.
11. Do not fidget on your seat.
12. Don't drag your chair or desk.
13. Don't hit, kick or touch anyone else with your hands, feet or other objects.
14. Don't sleep in class.
15. Don't bring food nor drink to class unless given special permission to do so.
16. Raise your hand if you want to communicate (talk) and wait to receive Permission from the teacher.

## APPENDIX E

### Components (Model) of Token Economy Counselling Technique

Session 1	Familiarisation
Session 2	Identifying the target skill/behaviour to be strengthened
Session 3	Collecting Baseline Data
Session 4	Identifying Reinforcers
Session 5	Establishing a Token economy programme.
Session 6	Implementing a Token economy programme.
Session 7	Monitoring student progress and fading of the Token economy programme.
Session 8	Re-administration of the Instrument.

**Adopted from Miltenberger 2008 and Neltzel,2009.**

## APPENDIX F

### Steps (Model) for the implementation of Time-out Counselling Technique

Step 1	Familiarization
Step 2	Specifying the purpose, type and procedure for Time-out.
Step 3	Select the type of Time-out to be used.
Step 4	Decisions on other elements such as: duration of Time-out based on 5 Minutes-to-15 Minutes as the treatment progresses, specify activities the student(s) will engage in while in Time-out (for example listening to class instructions)
Step5	Training the student (s) on Time-out procedure.
Step 6	Time-out, Time-out, Time-out
Step 7	Re-administration of the Instrument.

Adopted from Kazdin, A, E (1994).

**APPENDIX G**

**Treatment Tool (Token Economy)**

Name:

<b>START BEHAVIOURS</b>	<b>VALUE</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
1						
2						
3						
4						
5						
6						
<b>POINTS EARNED EACH DAY (A)</b>						
<b>STOP BEHAVIOURS</b>	<b>VALUE</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
1						
2						
3						
4						
5						
6						
<b>POINTS LOST EACH DAY (B)</b>						
<b>REWARDS AND PRIVILEGES</b>	<b>VALUE</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
1						
2						
3						
4						
5						
6						

<b>POINTS SPENT EACH DAY (C)</b>						
Total points remaining (A-(B+C))	<b>VALUE</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>

**APPENDIX H**  
**TIME -OUT CHART**

Use this chart to track the number of “time-outs” that each student earns throughout the week. The key at the bottom is to identify the reason for each time-out.

STUDENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY





**S=DISRESPECTFUL TO STAFF**

**D=DANGEROUS BEHAVIOR**

**C=DISRESPECTFUL TO ANOTHER CHILD**

**L=INAPPROPRIATE**

**LANGUAGE**

**F=REFUSED TO FOLLOW DIRECTIONS**

**L=AGGRESSIVE BEHAVIOR**

**APPENDIX I:**  
**TREATMENT PACKAGE**

(Token Economy Counselling Technique)

The major objectives of the treatment package is to train on acceptable communicative behaviour (hand raise and waiting to be called upon) and to improve on classroom attentiveness in order to reduce classroom Disruptive Classroom Communication Behaviour during class instruction. However, each session has it's objective based on the Token Economy Counselling Technique model adapted for this study. A total of fourteen sessions were observed for seven weeks, each session lasted between thirty-five –to- forty minutes and two periods out of the five weekly periods allocated to the teaching of English Language were used for the sessions.

**Week One**

First Session - 40minutes.

**Objectives:**

To familiarise (introduction of selves that is, the Researcher, the Research Assistant and the group members).

To explain the mission of the Researcher to the group.

To establish a counselling relationship with the group.

**Step 1-**The researcher welcomed the group. Forum for interaction was created with the researcher taken the lead by introducing herself, followed by the research assistant and then the group members.

**Step 2-** The Researcher explained to the group that she will be coming to observe and train the group twice in a week. She indicated that she will always come along with the research assistant.

**Step 3-** The researcher indicated that class rules and regulations would be written and pasted on the wall for the group to study and be familiar with. She indulged every member to read, study and adhere to the class rules. The researcher informed the group the time for the treatment sessions will be **Tuesdays** ((11.30am to 12.10pm) and

Thursdays (9.50am to 10.30am). These periods are some of the periods for English Language periods.

**Step 4-** The researcher emphasised to the group that confidentiality will be maintained during the sessions.

**Step 5-** The researcher asked the group to respond to what the researcher had said thus far and to give their consent to the commencement of the treatment sessions.

**Step 6-** The researcher appreciated the group for the time spent together and she looked forward to seeing the group the next session. The group were informed about the end of this session.

**Observation-** The group seemed excited to work with the researcher.

#### **Second Session - 40 Minutes**

##### **Objectives:**

To identify and train on the target skill/ behaviour to be strengthened in the group  
To identify and train on the use of reinforcers.

**Step 1-**The researcher welcomed the group. She reviewed the last session.

**Step 2-** The researcher explained the essence of a conducive learning atmosphere via the exhibition of acceptable classroom communication behaviour when class instruction is going on. Hence to ensure this, the students must learn the grand rules which are: Hand raise and Attentiveness.

**Step3-** Every student that wants to communicate in the course of the sessions/class instruction must raise his or her hand up and wait for the researcher's recognition and permission to talk.

**Step 4-**The researcher further informed the group that absolute quietness and attentiveness

is required from every member of the group. There shouldn't be any form of communication either verbal or non-verbal. Examples of such forms of verbal and non-verbal communications were cited.

**Step 5-**The researcher introduced and explained Reinforcers. She explained that the reinforcers would be awarded in the form of tokens. The tokens are in form of green cardboard paper cut in rectangular shape which will be awarded at the exhibition of the desired or the target behaviour and compliance to class rules. The group were told that the tokens will be recorded against each student's name and such tokens would be exchanged for valuables fortnightly in the course of training.

**Step6-**The researcher discussed the duty of the research assistant to the group. The group were also informed about the use of Timer. The group were asked to respond to the discussion thus far. They were informed of the next session. The researcher thanked the group for this session and hope to see each one of them by the next session. The session then came to a closed.

## **Week Two**

Third Session - 40minutes

Objectives:

- To establish and implement a Token Economy programme
- To train on the target behaviour.

**Step 1** - The researcher welcomed the group to another session.

**Step 2**- The researcher reviewed the last session and informed the group that class rules had been written on a cardboard and pasted on the corner of the class wall. She however emphasised on the grand rules which are the target behaviour.

**Step 3**- The researcher explained the procedure for the award of tokens and how it will be exchanged for valuables fortnightly.

**Step 4**- The group were informed that, should any member of the group want to communicate to his or her friend or to the entire class, such a person should indicate by a raise of hand, the group were told that not every communication may be necessary when a class instruction is on. Therefore unnecessary information should be avoided as much as possible.

**Step 5**- The group were asked to respond to the discussion thus far and were reminded of the next session. The researcher and the group called it a day at this junction.

## **Fourth Session- 40 minutes**

**Objectives:**

**To implement a Token Economy programme.**

- To identify some of the themes in the novel titled “The gods are hungry” by Okeke Chika Jerry

**Step 1**- The group were welcomed. There was a reviewed of last session (as a reminder of class rules).

**Step 2-** The trained research assistant commenced five minutes interval observations. Tokens were awarded at the exhibition of target behaviour and compliances to class rules. The Timer was set at 5minutes observation.

**Step 3-**The researcher introduced the topic for the day as “Literature – in –English” an extensive reading of the novel- “The gods are hungry” by Okeke Chika Jerry. She informed the group that everyone was expected to participate in the reading of the novel. For the sake of orderliness, she called on a member of the group to read to the hearing of the group. After the student reading as gotten to a point in the course of reading, the researcher asked her to pause so that she could explained the read passage to the class.

**Step 4-** The researcher then lead a discussion time to explore the theme in the read passage. While this was going on, the group member who want to participate must raise his or her hand up and wait for the researcher to give his or her the permission to talk. The award of tokens was on.

**Step 5-** The researcher gave a take home assignment from the novel read. The group were to write the names of some of the characters discussed at this session. She informed the group that the session has ended. She informed the group of the hope to see them next session.

**Note- Tokens awarded were recorded on a chart against each student’s name chart.**

### **Week Three**

**Fifth Session** -40minutes.

#### **Objectives:**

- To establish and implement a Token Economy programme
- To teach Adverbs of Frequency.

**Step 1-** The group were welcomed. There was a review of last session and the group discussed the take home assignment. The group were reminded of the class rules. The research assistant took her seat with the Timer, cards for tokens and charts for recording.

**Step 2-**The researcher wrote the topic for the day on the chalkboard – “Adverbs of Frequency”. The researcher asked the group if anyone could define Adverb. Based on the responses from the group, she defined Adverbs as words used to modify verbs. The observation time had commenced after the first five minutes and cards were awarded as tokens.

**Step 3-** The researcher cited examples of words used as Adverbs and also called on members of the group to mention more examples of Adverbs. The researcher further discussed by first defining Adverbs of Frequency as words used to indicate how often an action took place. Sentences were constructed on the chalkboard such as: They usually travel to Lagos during the Holidays. Ali sometimes plays Table Tennis in the evenings. The researcher analysed these sentences by underlying words such as usually, sometimes as adverbs used to indicate frequency and she also explained the verbs they modified.

**Step 4-** The researcher gave a class work from the English text book where the group were expected to analyse the sentences by underlying words used to indicate adverbs of Frequency and the verbs they modify. The class work was scored by the researcher and corrections were done on the chalkboard.

**Step 5-** The researcher told the group to attempt other exercises related to Adverbs of Frequency from their New Project textbook. This session was brought to a close with a word of appreciation by the researcher.

#### **Sixth Session- 40 minutes**

##### **Objectives:**

- To continue the implementation of Token Economy programme.
- To monitor student’s progress on target behaviour through the administration of Token Economy programme

**To teach reading tips:** Computers.

**Step 1-** The researcher welcomed each and every one of the group member to this session. The researcher asked the group to freely express their opinions of the sessions thus far.

**Step 2-** The researcher announced that the topic for this session was reading tips: Computers.

**Step 3-** The researcher taught the group some reading tips such as: there must not be head movement, lips must not be moving but eyes follows the lines. The group were also taught types of reading such as reading for gist (extensive) and intensive reading.

**Step 4-** The individual members of the group were asked to read the passage on Computers while the researcher walked round the class to monitor adherence to no head, no lips movement as they read. After the reading, there was a discussion on the passage. The group were asked to check up new words in their dictionary.

**Step 5-** The observation time was still at five minutes intervals and cards were awarded in form of tokens to any member of the group who exhibited the target behaviour and complies with class rules. The researcher announced that tokens will be exchanged for Valuables now (at the end of this session).

**Observation-** Cards awarded at this session were recorded in the chart. Before this session, group members who had received cards were asked to come along with their tokens so as to exchange for valuables. For this purpose, a desk was kept at a corner of the class where valuables in form eighty and sixty leaves note books had been arranged. A member who received seven cards and above, earned aneighly leaves notebook while less than earned Sixty leaves notebook. This session was closed with emphasis to improve on reading habits.

#### **Week Four**

Seventh Session-40 minutes.

#### **Objectives:**

- To monitor student(s) progress on target behaviour with the administration of Token Economy programme.
- To teach features of Drama.



**Step 1-** The researcher welcomed the group to another session. There was a review of the last session which was on reading tips and on the comprehension passage Computers. The group were also reminded of the class rules.

**Step 2-** The researcher started by asking if the group members like to watch Drama being staged life. Responses such as narration of interesting staged Drama they have watched were expected.

**Step 3-** The researcher then defined and explained Drama as one of the genre of Literature. She further listed some of the features of Drama such as stage Director, Costume, Actors/ Actresses, playwright to mention a few.

**Step 4-** The researcher explained each of the features and gave room for the group to participate in the discussion yet obeying the class rules. The research assistant had been awarding cards as tokens to student(s) at the exhibition of the target behaviour and compliance to class rules.

**Step 5-** The researcher rounded off this session by asking the group to mention some of the Drama text they have read before now. She also gave examples of “Our Husband Have Gone Mad Again” by Ola Rotimi, “Wives Revolt” by J.B.Cark while the group added to the list. The group were informed of the end of this session and the researcher hoped to see the group members by the next session.

**Eighth Session- 40 minutes.**

**Objectives:**

- To monitor student (s) progress on target behaviour through Token Economy programme.
- To teach Adverbial clauses of Time and Place.

**Step 1-** The researcher welcomed the group to another session.

**Step 2-** The researcher briefly gave a talk on Disruptive Classroom Communication Behaviour. The researcher mentioned some of the implications of such disruptive

behaviour to teaching and learning process. The researcher wrote the topic for this session on the chalkboard- Adverbial clauses of Time and Place.

**Step 3-** The class were taught Clauses and types of clauses were mentioned. The group were reminded of the definition of Adverbs as discussed in one of the previous session. The researcher discussed the function of Adverbial clauses in a sentence. Adverbial clause of time indicates the time when something happens. It answers the question when. Adverbial clause of time are introduced by conjunctions as related to time. Examples are after, when, while, before, to mention a few. Examples in sentences are: As soon as you get to Lagos, call me. The party will continue until everyone is tired.

**Step 4-** The researcher explained that Adverbial clause of place answers the question where. It modifies the verb in the main sentence. Examples in sentences: Maryam kept the knife where it could be found. The flies followed her everywhere she went. More sentences were analysed on the chalkboard.

**Step 5-** The researcher wrote three sentences on the board and asked the group to identify whether it is adverbial clause of time or place. The researcher enjoined the group to always practice more exercises at home from their English textbooks.

**Note-** cards were awarded in form of tokens by the research assistant while the session was going on. The tokens were awarded at five minutes intervals. By the end of this session, the tokens were recorded in the charts against the names of subjects who received tokens based on their compliance to class rule and exhibition of target behaviour. This session was the end of five minutes interval reinforcement (5minutes observation).

#### **Week Five.**

#### **Ninth Session- 40 minutes**

#### **Objectives:**

- To monitor student (s) progress on Target behaviour with the implementation of Token Economy programme.
- To teach and help the group to identify components of Expository essay.

**Step 1-** The group were welcomed to this session. The group were asked to comment freely on the treatment sessions thus far. The group members were expected to exhibit target behaviour and obedience of class rules while commenting freely on the sessions thus far. The research assistant was seated with the Timer and to commenced award of tokens at ten minutes interval of reinforcement from this session.

**Step 2-** The topic for this session was: Expository Essay. The researcher explained through definition the meaning of essay and in specific expository essay.

**Step 3-** The components of expository essay were listed on the chalkboard and discussed. Components such as: introduction, the body of the essay (events developed into paragraphs) and conclusion.

**Step 4-** The purpose of Expository essay was also discussed as one of the essential features of expository essay.

**Step 5-** The researcher with the group members examined critically a well – written sample of expository essay from the English textbook (page 153). The group were asked to write an expository essay on “How to prepare Indomie”. The session was brought to an end.

#### **Tenth Session- 40 minutes**

Objectives:

- To monitor student (s) progress on target behaviour through the administration of token economy programme.
- To increase group knowledge on vocabulary associated with Government and Election.

**Step 1-** The researcher welcomed the group to another session, the group were reminded about the class rules.

**Step 2-** The researcher explained the need to increase one vocabulary factually on every segments of life. She cited examples of vocabulary associated with Health, Education and Sport etc.

**Step 3-** Having explained vocabulary development, the group were expected to demonstrate their understanding by mentioning words associated with Government and Election.

**Step 4-** The researcher and the group took a keen look at a comprehension passage titled “Civil Service”. After the reading, words such as civil servants, political appointments, and political campaign were pointed out as discussed in the passage.

**Step 5-** The researcher asked the group to jot down some other words they learnt from the passage which are related to Government and Election.

**Note-** Cards were awarded in form of tokens at ten minutes interval by the research assistant and were recorded. Tokens were exchanged for valuables by the end of this session. The valuables were eighty leaves notebooks and sixty leaves depending on the amount of tokens earned.

## **Week Six**

### **Eleventh sessions- 40minutes**

#### **Objectives:**

- To monitor subject(s) progress on target behaviour through the administration of Token Economy programme.
- To explain the meaning of Values to the group.

**Step 1-** The researcher appreciated the group for their cooperation since the commencement of this treatment session and hoped that this mutual understanding would be sustained throughout the remaining sessions. There was a brief review of some of the sessions held so far.

**Step 2-** The researcher read out an article on Values. After the reading, she discussed Values and highlighted types of values as mentioned in the article read to the group.

**Step 3-** The group members were expected to discuss their family values if such exist in their families.

**Step 4-** The researcher emphasised on the importance of Values in the Society and in an individual's endeavour.

**Step 5-** The researcher informed the group of the end of this session.

### **Twelfth Session- 40minute**

#### **Objectives:**

- To fade the award of tokens as the target behaviour was been monitored
- To teach Finite verbs.

**Step 1-** The researcher welcomed the group to another session.

**Step 2-** The researcher wrote the topic for this session discussion on the chalkboard as Finite Verbs. The group were asked to defined verbs and cite some examples.

**Step 3-** The researcher defined and explained finite verbs as all forms of the verbs except infinitives and participles ( - ing form and –ed) are called Finite verbs.

**Step 4-** Some sentences were written on the board and were analysed by the researcher on the chalkboard. Later, more sentences were written on the chalkboard which were analysed by the researcher and members of the group.

**Step 5-** Class work were written from the English textbook and were scored by the researcher. The researcher then informed the group that the sessions will be rounded off next week.

**Note-** cards awarded were recorded immediately by the combined efforts of the researcher and her assistance. Tokens were exchanged for valuables at the end of this session. The cards were awarded at fifteen minutes interval at this session.

## **Week Seven**

### **Thirtieth Session-**

#### **Objectives:**

- To fade the administration of Token Economy programme while monitoring student(s) progress on target behaviour.
- To explore conflict as a theme in the novel –“The gods are hungry”.

**Step 1-** The researcher welcomed the group to another session and there was a review of last session.

**Step 2-** The researcher announced that this session will be a discussion on the theme of conflict as one of the themes portrayed in the novel- The gods are hungry. This discussion was made possible because the group had been told to read the entire novel at home.

**Step3-** The researcher defined conflict as any occurrence devoid of peace. After her explanations, a discussion time took place where the different aspects of conflict were portrayed. Here members of the group were expected to participate in the discussion in an orderly manner. At this junction, the research assistant was recording the exhibition of desired behaviour yet there was no award of cards as tokens but student(s) who complied with class rules were praised by the researcher as a form of tokens.

Religious conflict (between traditional and Christianity), individual conflict and traditional conflicts were adequately discussed.

**Step 4-** The researcher rounded off this session by looking at the ways conflicts could be resolved. She however caution on the need to avoid conflict where possible. If avoidance is not possible, conflicts should be resolved immediately and should not be allowed to linger for more than necessary.

**Step 5-** The researcher informed the class that the treatment sessions would be rounded off by the next session.

**Note-** There was record of compliance to class rules and the exhibition of the target behaviour but there was no award of cards as tokens but verbal compliments such as good, keep it up were used by the researcher.

#### **Fourteenth Session- 40minutes**

##### **Objectives:**

- To fade the administration of Token Economy programme while monitoring student(s) progress on target behaviour
- To enlighten the class on the implication of Disruptive Classroom Communication Behaviour during class instructions.
- To strengthen the exhibition of acquired target behaviour.

**Step 1-** The researcher welcomed the group to this last session of this treatment. Appreciated the group for their attendance throughout the programme.

**Step 2-** The researcher triggered discussion on Disruptive Classroom Communication Behaviour. The group were expected to mention some of such behaviour and explained why some students exhibit such disruptive behaviour during class instructions. Based on their responses, the researcher discussed some of the implications of such behaviour to teaching and learning atmosphere.

**Step 3-** The researcher explained to the group communication is very essential during class instruction but must be carried out in an acceptable manner so that such communication does not become disruptive. Any form of communication that would not pass through the target behaviour of hand raise and waiting for recognition from teacher to give permission to communicate should not be indulged in by the group members.

**Step 4-** The members of the group were asked to express their opinions about the sessions .The researcher told the group to retain their use of target behaviour of hand raise and must be attentive during class instruction so that they can benefit maximally.

**Step 5-** The researcher once again appreciated the group members, bade the group good-bye and hope to visit the students in two weeks' time.

**Note-** There was no award of cards as tokens though the research assistant noted and recorded the exhibition of target behaviour.

After two weeks, the post-test was administered.



## APPENDIX J

### TREATMENT PACKAGE

(Time-out Counselling Technique)

The major objectives of the treatment package is to reduce the exhibition of Disruptive Classroom Communication Behaviour. To improve on classroom attentiveness in order to reduce classroom disruption during class instruction. However, each session has its objective based on the Time-out model adapted for this study. A total of fourteen sessions were observed for seven weeks, each session lasted between thirty-five –to- forty minutes and two periods out of the five weekly periods allocated to the teaching of English Language were used for the sessions.

#### Week One

##### First Session – 40minutes.

##### Objectives:

- To familiarise (introduction of selves that is, the Researcher, the Research Assistant and the group members)
- To explain the mission of the Researcher to the group.
- To establish a counselling relationship with the group.

**Step 1 –** The researcher welcomed the group. Forum for interaction was created with the researcher taken the lead by introducing herself, followed by the research assistant and then the group members.

**Step 2-** The Researcher explained to the group that she will be coming to observe and have treatment sessions with the group twice a week. She indicated that she will always come along with the research assistant.

**Step 3-** The researcher indicated that class rules and regulations would be written and pasted on the wall for the group to study and be familiar with. She indulged every member to read, study and adhere to the class rules. The researcher informed the group the time for sessions will be Mondays (12.30am to 1.10pm) and Wednesdays (10.40am to

11.20am). These periods are some of the periods allocated for the teaching of English Language.

**Step 4-** The researcher emphasised to the group that confidentiality will be maintained during the sessions.

**Step 5-** The researcher asked the group to respond to what the researcher had said thus far and to give their consent to the commencement of the treatment sessions.

**Step 6-** The researcher appreciated the group for the time spent together and she looked forward to seeing the group next session. The group were informed about the end of this session.

**Observation-** The group seemed excited to work with the researcher.

Second Session - 40 Minutes

**Objectives:**

To specify the purpose, type and procedure for Time-out.

**Step 1-**The researcher welcomed the group. She reviewed the last session.

**Step 2-**The researcher explained the essence of a conducive learning atmosphere via the exhibition of acceptable classroom behaviour when class instruction is going on. Hence to ensure this, the students must learn the grand rules which are: Hand raise and Attentiveness.

**Step 3-** Every subject that wants to communicate in the course of receiving class instruction must raise his or her hand up and wait for the researcher's recognition and permission to talk.

**Step 4-**The researcher further informed the group that absolute quietness and attentiveness is required from every member of the group. There must not be any form of communication either verbally or non-verbally. Examples of such forms of verbal and non-verbal communications were cited.

**Step 5-** The researcher introduced and explained Time-out. She explained that Time-out is a corrective measure given to a student(s) who disrupt or distract during class instruction. The researcher explained that if in the course of class instruction, any member of the group disrupts the class by engaging in any form of communication such a person will spent some minutes on Time-out. The group were told that the number of times an individual spent on Time-out will be recorded against each student name in the Time-out chart.

**Step 6-** The researcher discussed the duty of the research assistant in the group. The group were also informed about the use of Timer and the bell by the research assistant. The group were asked to respond to the discussion thus far. They were informed of the next session. The researcher thanked the group for this session and hope to see each one of them by the next session. The session then came to a closed.

## **Week Two**

Third Session - 40minutes

### **Objectives:**

- To identify type of Time-out and the procedure for Time-out.

**Step 1-** The researcher welcomed the group to another session.

**Step 2-** The researcher reviewed the last session and informed the group that class rules had been written on a cardboard and pasted on the corner of the class wall. She however emphasised on the grand rules which are the target behaviour.

**Step 3-**The researcher explained the different types of Time-outs but for this treatment sessions, the group will be involving in non-exclusion time-out.

**Step 4-**The group were informed that should any member of the group disrupt the class by violating the pasted class rules, such a person would spend some minutes on Time-out. The class were told that if any member wants to communicate to his or her friend or to the entire class, such a person should indicate by a raise of hand. The group were told that not every communication may be necessary when a class instruction is on. Therefore unnecessary communication should be avoided as much as possible.

**Step 5-** The researcher informed the group that when any member violate class rules, such a member name would be called out and the member is expected to come out and stand quietly on this corner of the class for Five minutes. The reason for the adoption of this type of Time-out was to enable the disrupter benefit from class instruction though removed from anything that may enable him or her to further disrupt the class. The group were asked to respond to the discussion thus far and were reminded of the next session. The researcher and the group called it a day at this junction.

#### **Fourth Session- 40 minutes**

##### **Objective:**

- To train the group on Time-out procedure.
- To identify some of the themes in the novel titled “The gods are hungry” by Okeke Chika Jerry

**Step 1-** The group were welcomed. There was a reviewed of last sessions. The researcher informed the group that the training sessions would commenced today.

**Step 2-** The trained research assistant commenced five minutes interval observations along with the researcher. As the class instruction progresses, any member of the group who disrupts the class would be called by the researcher and as such name is called , such a member should come and stand at the corner meant for the Time-out for five minutes while the research assistant observe the subject on Time-out. On completion of five minutes on time-out, research assistant would use the stop watch to indicate to the member on Time-out to return to his or her seat.

**Step 3-**The researcher introduced the topic for the day as “Literature – in –English” an extensive reading of the novel- “The gods are hungry” by Okeke Chika Jerry. She informed the group that everyone was expected to participate in the reading of the novel. But for the sake of orderliness, she called on a member of the group to read to the hearing of the group. After the student reading as gotten to a point in the course of reading, the researcher asked the student to pause so that she could explained the read passage to the class.

**Step 4-** The researcher then lead a discussion time to explore the theme in the read passage. While this was going on, the group members who want to participate must raise his or her hand up and wait for the researcher to give his or her the permission to talk. The names of those that disrupt were called and they went to observe Time-out.

**Step 5-** The researcher gave a take home assignment from the novel read. The group were to write the names of some of the characters discussed at this session. She informed the group that the session has ended. She informed the group of the hope to see them next session.

- **Note-** Names of disrupters were called out the moment they disrupted the session, they observed time-out and their names and the number of times involved in Time-out were recorded on a chart against each student's name chart. The Timer was set at five minutes.

### **Week Three**

#### **Fifth Session - 40minutes.**

##### **Objectives:**

- To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.
- To teach Adverbs of Frequency.

**Step 1-** The group were welcomed. There was a review of last session and the group discussed the take home assignment. The group were reminded about the class rules. The research assistant sat at a corner with the Timer, bell and charts for recording.

**Step 2-**The researcher wrote the topic for the day on the chalkboard – “Adverbs of Frequency”. The researcher asked the group if anyone could define Adverb. Based on the responses from the group, she defined Adverbs as words used to modify verbs. The observation time had commenced after the first five minutes and disrupters names were called as they exhibit Disruptive Classroom Communication Behaviour by the researcher.

**Step 3-** The researcher cited examples of words used as Adverbs and also called on members of the group to mention more examples of Adverbs. The researcher further discussed defined Adverbs of Frequency as words used to indicate how often an action took place. Sentences were constructed on the chalkboard such as: They usually travel to Lagos during the Holidays. Ali sometimes plays Table Tennis in the evenings. The researcher analysed these sentences by underlying words such as usually, sometimes as adverbs used to indicate frequency. She also explained the verbs they modified. Disrupters were called out to observe time-out by the researcher and they were being monitored by the research assistant.

**Step 4-** The researcher gave a class work from the English text book where the group were expected to analyse the sentences by underlying words used to indicate adverbs of Frequency and the verbs they modify. The class work was scored by the researcher and corrections were done on the chalkboard.

**Step 5-** The researcher told the group to attempt other exercises related to Adverbs of Frequency from their New Project textbook. This session was brought to a close with a word of appreciation by the researcher.

**Sixth Session- 40 minutes**

Objectives:

To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.

**To teach reading tips: Computers.**

**Step 1-** The researcher welcomed each and every one of the group member to this session. The researcher asked the group to freely express their opinions on the sessions thus far.

**Step 2-** The researcher announced that the topic for this session was reading tips: Computers.

**Step 3-**The researcher taught the group some reading tips such as: there must not be head movement, lips must not be moving but eyes follow the lines. The group were also taught types of reading such as reading for gist (extensive) and intensive reading.

**Step 4-** The individual members of the group were asked to read the passage on Computers while the researcher walked round the class to monitor adherence to no head, no lips movement as they read. After the reading, there was a discussion on the passage. The group were asked to check up new words in their dictionary.

**Step 5-**The observation time was still at five minutes intervals and as disruptive classroom communication behaviour are being exhibited, the researcher call the student's name and he or she came out to the Time-out corner.

**Observations-** The researcher called out those students that disrupt the class while the session was going on, they came out and observed time-out under closed observation. They did not come out at the same time, therefore the research assistant had to monitor the number of minutes they spent with the timer and ring the bell when the individual time is over.



## **Week Four**

### **Seventh Session- 40 minutes.**

Objectives:

- To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.
- To teach features of Drama.

**Step 1-** The researcher welcomed the group to another session. There was a review of the last session which was on reading tips and on the comprehension passage: Computers. The group were also reminded of the class rules.

**Step 2-** The researcher started by asking if the class members like to watch staged Life Drama? Responses such as narration of interesting Drama were expected and were given by some of the group members.

**Step 3-** The researcher then defined and explained Drama as one of the genre of Literature. She further listed some of the features of Drama such as stage Director, Costume, Actors/ Actresses, playwright to mention a few.

**Step 4-** The researcher explained each of the features and gave room for the group to participate in the discussion yet they were expected to obeyed the class rules. The exhibitors of Disruptive Classroom Communication Behaviour were noticed by the researcher and she called out the names of student (s) who exhibited Disruptive Classroom Communication Behaviour.

**Step 5-** The researcher rounded off this session by asking the group to mention some of the Drama text they have read before now. She also gave examples of “Our Husband Have Gone Mad Again” by Ola Rotimi, “Wives Revolt” by J.B.Cark while the group added to the list. The group were informed of the end of this session and the researcher hoped to see the group by the next session.

**Note-** The researcher called the individual members that disrupt the class while the session was going on. They went to the corner earmarked for time-out and they were monitored by the research assistant while on Time-out.

### **Eighth Session- 40 minutes**

#### **Objectives:**

- To monitor disruptive classroom communication behaviour through Time-out Counselling Technique.
- To teach Adverbial clauses of Time and Place.

**Step 1-** The researcher welcomed the group to another session.

**Step 2-** The researcher briefly gave a talk on Disruptive Classroom Communication Behaviour and mention some of the implications of such to teaching and learning process. The researcher wrote the topic for this session on the chalkboard- Adverbial clauses of Time and Place.

**Step3-** The group were taught Clauses and types of clauses were mentioned. The group were reminded of the definition of Adverbs as discussed in one of the previous session. The researcher discussed the function of Adverbial clauses in a sentence. Adverbial clause of time indicates the time when something happens. It answers the question when. Adverbial clause of time are introduced by conjunctions as related to time. Examples are: after, when, while , before, to mention a few. Examples in sentences are: As soon as you get to Lagos, call me. , The party will continue until everyone is tired.

**Step 4-** The researcher explained that Adverbial clause of place answers the question where, it modifies the verb in the main sentence. Examples in sentences: Maryam kept the knife where it could be found. , The flies followed her everywhere she went. More sentences were analysed on the chalkboard.

**Step 5-** The researcher wrote three sentences on the board and asked the group to identify whether it is adverbial clause of time or place. The researcher enjoined the group to always practice more exercises at home from their English textbooks.

**Note-** The researcher observed that there was a reduction in the exhibition of Disruptive Classroom Communication Behaviour. Although the student or students that disrupted went on time-out but the number of time reduced a little.

## **Week Five**

### **Ninth Session- 40 minutes**

#### **Objectives:**

- To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.
- To teach and help the group to identify components of Expository essay.

**Step 1-** The group were welcomed to this session. The group were asked to comment freely on the treatment sessions thus far. The research assistant was seated with the timer and bell.

**Step 2-** The topic for this session was: Expository Essay. The researcher explained through definition the meaning of essay and in specific, expository essay.

**Step 3-** The components of expository essay were listed on the chalkboard and discussed. Components such as: introduction, the body of the essay (events developed into paragraphs) and conclusion.

**Step 4** -The purpose of Expository essay was also discussed as one of the essential features of expository essay.

**Step 5-** The researcher with the group members examined critically a well -written sample of expository essay from the English textbook (page 153). The group were asked to write an expository essay on “How to prepare Indomie”. The session was brought to an end. At the different steps during the session, the student or students that disrupted were called out to observe Time-out . The research assistant monitored the time spent on time-out and when the five minutes had been spent, the research assistant indicated with the timer.

### **Tenth Session- 40minutes**

#### **Objectives:**

To monitor and to reduce the exhibition of Disruptive Classroom

Communication Behaviour through Time-out Counselling Technique.

To increase group knowledge of vocabulary associated with Government  
And Election.

**Step 1-** The researcher welcomed the group to another session and the group were reminded of the class rules.

**Step 2-** The researcher explained the need to increase one vocabulary on every segments of life. She cited examples of vocabulary associated with Health, Education and Sport etc.

**Step 3-** Having explained vocabulary development, the group were expected to demonstrate their understanding by mentioning words associated with Government and Election.

**Step 4-** The researcher and the group took a keen look at a comprehension passage titled "Civil Service". After the reading, words such as civil servants, political appointments, and political campaign were pointed out as discussed in the passage.

**Step 5-** The researcher asked the group to jot down other words they learnt from the passage which are related to Government and Election.

**Note-** The researcher called out the student(s) name out rightly the moment they disrupted the session and such commenced Time-out immediately. While on Time-out, the research assistant monitored the time and their conduct. The name and the number of times an individual spent and observed time-out was recorded in a time-out chart.

## **Week Six**

### **Eleventh sessions- 40minutes**

#### **Objectives:**

- To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time- out Counselling Technique.
- To explain the meaning of Values to the group.

**Step 1-** The researcher appreciated the group for their cooperation since the commencement of these treatment sessions and hoped that this mutual understanding will be sustained throughout the remaining sessions. There was a brief review of some of the sessions held so far.

**Step 2-** The researcher read out an article on Values. After the reading, she discussed Values and highlighted types of values as mentioned in the article read to the group.

**Step 3-** The group members were expected to discuss their family values if such exist in their families.

**Step 4-** The researcher emphasised on the importance of Values in the Society and in an individual's endeavour.

**Step 5-** The researcher informed the group of the end of this session. While the session was progressing, the student(s) that disrupted the session were called as they exhibited any form of disruption and such student(s) came to the time-out corner to observe time-out. The names and number of times such student(s) went on time-out was recorded on the time-out charts.

**Twelfth Session- 40minutes.**

**Objectives:**

To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.  
To teach Finite verbs.

**Step 1-** The researcher welcomed the group to another session.

**Step 2-** The researcher wrote the topic for this session discussion on the chalkboard as- Finite Verbs. The group were asked to define verbs and cite some examples.

**Step 3-** The researcher defined and explained finite verbs as all forms of the verbs except infinitives and participles ( - ing form and –ed) are called Finite verbs.

**Step 4-** Some sentences were written on the board and were analysed by the researcher on the chalkboard. Later, more sentences were written on the chalkboard which were analysed by the researcher and members of the group.

**Step 5-** Class work was written from the English textbook and were scored by the researcher. The researcher then informed the group that the sessions will be rounded off next week.

**Note-** The researcher called out the student(s) that disrupted the class while the session was going on. Such student(s) came out and observed the time-out at the time-out corner. They were monitored by the research assistant. At the end of the session names and number of times disrupter(s) went on time-out was recorded on the time-out chart.

## **Week Seven**

### **Thirtieth Session-**

#### **Objectives:**

- To monitor and to reduce the exhibition of Disruptive Classroom Communication Behaviour through Time-out Counselling Technique.
- To explore conflict as a theme in the novel –“The gods are hungry”.

**Step 1-** The researcher welcomed the group to another session and there was a review of last session.

**Step 2-** The researcher announced that this session will be a discussion on the theme of conflict as one of the themes portrayed in the novel- The gods are hungry. This discussion was made possible because the group had been told to read the entire novel at home.

**Step 3-** The researcher defined conflict as any occurrence devoid of peace. After her explanations, a discussion time took place where the different aspects of conflict were portrayed. Here members of the group were expected to participate in the discussion in an orderly manner. At this junction, the researcher called out the student or students that disrupted the session and this was a continuous process until the session came to a closed. Religious conflict (between traditional and Christianity), individual conflict and traditional conflicts were adequately discussed.

**Step 4-** The researcher rounded off this session by looking at the ways conflicts could be resolved. She however caution on the need to avoid conflict where possible. If avoidance is not possible, conflicts should be resolved immediately and should not be allowed to linger for more than necessary.

**Step 5-** The researcher informed the class that the treatment sessions would be rounded off by the next session.

**Note-** The number and times an individual went on time-out was recorded on the individual student's time-out chart as usual. Though was a reduction on the number of times individual student went on time-out.

#### **Fourteenth Session- 40minutes**

##### **Objectives:**

To enlighten the class on the implication of Disruptive Classroom Communication Behaviour during class instructions.

To strengthen the exhibition of acquired target behaviour.

**Step 1-** The researcher welcomed the class to the last session of this treatment programme and appreciated the group for their attendance throughout the session.

**Step 2-** The researcher triggered discussion on Disruptive Classroom Communication Behaviour. The group were expected to mention some of such behaviour and suggest reasons why some students exhibit disruptive behaviour during class instructions. Based on their responses, the researcher discussed some of the implications of such behaviour to teaching and learning atmosphere.

**Step 3-** The researcher explained to the group that communication is very essential during class instruction but must be carried out in an acceptable manner so that such communication does not become disruptive. Any form of communication that would not pass through the target behaviour of hand raise and waiting for recognition from the teacher to give permission to communicate should not be indulged in by the group members. Class communication behaviour that violates class rules should be avoided. The essence of class communication during class instruction is to facilitate and aids teaching and learning and not to drag back assimilations of class instructions. Therefore the group members were encouraged to develop the right behaviour of communicating during class instruction.

**Step 4-** The members of the group were asked to express their opinions about the sessions .The researcher told the group to retain their use of target behaviour of hand raise and must be attentive during class instruction so that they can benefit maximally.

**Step 5-** The researcher once again appreciated the group members bade the group good-bye and hope to visit the group in two weeks' time.

**Note-** The re-administration of the instrument was the last step and this was conducted after two weeks.