TITLE PAGE

TEACHERS' EFFECTIVENESS IN THE SELECTION OF STRATEGIES FOR TREATING BEHAVIOURAL PROBLEMS

BY

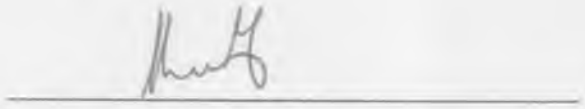
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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EDICATIONAL PSYCHOLOGY)

DECEMBER, 2000

DECLARATION

I hereby declare that this study has been written by me and that it is a record of my research work. It has not been presented by any previous work for a higher degree. All quotations are indicated by quotation marks and the sources of information are acknowledged by means of references.



Goddy Chukuma

CERTIFICATION

This thesis titled: "Teachers Effectiveness in the Selection of Strategies for Treating Behavioural Problems", has been read and approved as meeting the requirements of the Postgraduate school of Ahmadu Bello University, Zaria for the award of degree of Master of Education in Psychology.

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DEDICATION

This thesis is dedicated to my father Chief D.O. Chukuma.

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I hereby express my profound gratitude to all those who by one way or the other, assisted me in making this thesis a success. I am particularly grateful to my major supervisor, Dr. Angela Okatahi, who despite her tight schedules, found time to read through, guide and made useful corrections in the process of my writing this thesis Dr. M. Balarabe is also not left out for his brilliant contributions to the thesis work as the second supervisor.

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ABSTRACT

The study concerns teachers' effectiveness in the selection of strategies for treating behavioural problems of secondary school students in Kaduna metropolis. Specifically, the study set out to: (a) Identify strategies that enhanced teachers' effectiveness in treating behavioural problems; (b) To find out the effectiveness of the strategies of the two groups of private and public school teachers for behavioural changes in students; and (c) To determine the most suitable strategies for use by teachers in treating behavioural problems.

To guide the study, three null hypotheses were tested, thus: (a) There are no significant differences between the Private and Public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of: (i) Communication (ii) Corporal punishment (iii) Suspension from class room (iv) Punishment (extra class exercise/manual labour) (v) Help seeking and (vi) Behaviour Modification Technique; (b) Private and Public school teachers will not differ significantly in their perception of their effectiveness in the use of strategies for treating behavioural problems; and (c) Private and Public School teachers will not differ significantly in their rating of the most suitable strategies for treating behavioural problems.

The survey method was adopted. Two hundrend and eighty five randomly selected teachers from a population of 1088 participated in the study. The teachers were made up of 113 from private and 172 from public schools. Male teachers constitute 162; while the female teachers were 122. The sex of a teacher was not indicated.

The instrument for data collection, was the Treatment for Behavioural Problem Inventory (T.B.P.I) built on a Likert-type five point scale. The instrument has eight sections: Personal data, communication, corporal punishment, suspension from classroom, punishment (extra class exercise and manual labour), help seeking, Behaviour Modification Technique and rating of most suitable

strategies. It was a 56 item instrument which has r value of 0.94.

A two tailed t test statistical analysis was used to test for significance on the variables in the instrument. Also, the Pearson Product Moment Correlation Coefficient was used to determine the reliability of the instrument. While the Mann - Whitney U test was used to test for significance on the most suitable strategies for treating behavioural problems.

From hypothesis 1, except on Behaviour Modification Technique, results show that there are no significant differences in the mean of the two groups of teachers on the use of communication, corporal punishment, suspension from classroom, punishment (extra class exercise and manual labour) and help seeking as strategies for treating behavioural problems ($P > 0.05$). On the second hypothesis, result shows that there is no significant difference in the mean of the two groups. While on hypothesis 3, result also shows that there is no significant difference in the rating of the strategies in terms of their suitability in treating behavioural problems. Results also show that communication, Behaviour Modification Technique and help-seeking in the order of importance enhance teachers in treating behavioural problems and they are the most suitable strategies; while corporal punishment, suspension from classroom and punishment (extra class exercise and manual labour) do not. Apart from this, it was found that teachers in private schools were more likely to use these strategies that enhance teachers' treatment of behavioural problems than those in public schools. It was recommended that teachers especially those in public schools, should use those strategies found to be suitable and that enhance their treatment of behavioural problems.

Definition of Terms:

For the purpose of the study, the following terms are operationally defined as follows:

Behaviour Modification Technique: The utilization of classical (respondent) and operant conditioning techniques for treating behavioural problems.

Behavioural Problem: Student behaviour that obstructs effective teaching and learning.

Colleague Assistance: Assistance sought or obtained from other teachers and non-teaching staff when dealing with behavioural problems.

Counselling Assistance: Assistance sought from guidance counsellors by teachers on students' behavioural problems.

Communication: Contact made with parents and students by teachers on behavioural problems.

Corporal Punishment: The use of lashes and fagging on students in order to bring about desirable changes in behaviour.

Effectiveness: Action that is able to bring about the result that is intended in dealing with inappropriate behaviour.

Extra Class Exercise: Additional assignments given to students who exhibit behavioural problems.

Help - Seeking: The act of referring cases of behavioural problems to people who are competent to handle peculiar behavioural problems by teachers.

Manual Labour: Physical exertion meted on students for behaviour problems.

Modeling: The act of learning by example.

Private Schools: Schools that are established and funded by individuals and organisations.

Professional Assistance: Assistance obtained by teachers from educational psychologists and guidance counsellors.

Public Schools: Schools that are statutorily established and funded by government.

Reprimand: Act of rebuking students severely for inappropriate behaviour.

Semi Professional Assistance: Assistance obtained by teachers from psychiatric hospitals, traditional healers, pastors and social workers.

Suspension from Classroom: An act of temporarily sending students out of the classroom from misbehaviour by teachers.

Teacher-Parent Interaction: Interaction that takes place between teachers and parents concerning behavioural problems of students.

TABLE OF CONTENTS

		Page
Title page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgement		v
Abstract		vi
Definition of Terms		viii
Table of Contents		x
List of Tables		xiii
CHAPTER ONE		
	INTRODUCTION	
1.1	Background of the study	1
1.2	Statement of the problem	3
1.3	Research qeustions	4
1.4	Null hypotheses	5
1.5	Basic Assumptions	5
1.6	Objectives of the study	6
1.7	Scope of the study	6
1.8	Significance of the study	6
1.9	Summary	7
CHAPTER TWO		
LITERATURE REVIEW		
2.1	Introduction	9
2.2	Meaning of behavioural problems	9
2.3	Types of behavioural problems	10
2.4	Causes of behavioural problems	12
2.5	Teachers strategies for dealing with behavioural problems	23

2.6 Review of previous studies 43
2.7 Summary 51

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 52
3.2 Research Method 52
3.3 Population of the study 52
3.4 Sample size 55
3.5 Instrumentation 57
3.6 Procedure for the Administration of the Instrument 59
3.7 Procedure for statistical analysis 61
3.8 Limitations of the study 62
3.9 Summary 62

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction 64
4.2 Personal Data 65
4.3 Item Analysis on the Responses between the Two Groups of Private and Public School Teachers 66
4.4 Comparison between Means of Private and Public School Teachers 81
4.5 Determination of most Suitable Strategies 81
4.6 Testing of Null Hypotheses 83
4.7 Summary 93

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 95
5.2 Summary 95

5.3	Conclusion	97
5.4	Implications of the study	98
5.5	Recommendations	101
5.6	Recommendations for further research	102
REFERENCES		103
APPENDICES		
Appendix I	Treatment of Behavioural Problem Inventory (T.B.P.I)	106
Appendix II	Reliability Analysis scale (Pilot study)	111
Appndix III	Letter of permission addressed to principals of the selected schools.	113
Appendix IV	Letter of introduction addressed to respondents.	114

LIST OF TABLES

	Page
Table 3.3.1 Population of Teachers in Selected Schools	54
Table 3.4.1 Sample of Respondents from Selected Schools	56
Table 4.1.1 Distribution of Respondents	64
Table 4.2.1 Years of Teaching Experience	65
Table 4.3.1 Crosstabulation on Communication	66
Table 4.3.2 Crosstabulation on Corporal Punishment	69
Table 4.3.3 Crosstabulation on Suspension from Classroom	71
Table 4.3.4 Crosstabulation on Punishment (extra class exercises and Manual Labour)	73
Table 4.3.5 Crosstabulation on Help Seeking	76
Table 4.3.6 Crosstabulation on Behaviour Modification	79
Table 4.4.1 Comparison of the means of the two groups.	81
Table 4.5.1 Crosstabulation on the Rating of most suitable Strategies	82
Table 4.6.1 t. test on Communication	83
Table 4.6.2 t. test on Corporal Punishment	85
Table 4.6.3 t. test on Suspension from Classroom	86
Table 4.6.4 t. test on Punishment (extra class exercise and Manual Labour)	87
Table 4.6.5 t. test on Help Seeking	89
Table 4.6.6 t. test on Behaviour Modification Technique	90
Table 4.6.7 t. test Comparison of the mean of the two groups	91
Table 4.6.8 Mann - Whitney U Test on the Rating of most suitable Strategies	92

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the contentious issues in the educational system, is how to treat behavioural problems effectively and thus minimise the menace they pose to teaching and learning. To this end, teachers are at the centre of it all because they have to contend with the treatment of these problems in the course of discharging their duties. Within the classroom context, Owusu and Manger (1996:28), see behavioural problem as, "one that is incompatible with learning and teaching". They went further to indicate that: "Implicit in this pragmatism is also attention to behaviour that obstructs pupils or the class's social development". This definition implies that students with behavioural problems, have difficulties in learning and pose a threat to the class's social climate.

The goal of any educational system is to produce graduates who are highly skilled and knowledgeable with sound character. This goal was rigorously pursued by the christian and moslem missionaries who introduced Western and Islamic education at different periods in Nigeria. The hallmark of the monumental success of the missionaries, was the practical emphasis placed on sound discipline of teachers and pupils. For instance, the 1882 Education Ordinance established the following criteria for grants for teachers' salaries thus:

(a) Grants for organisation and discipline, with special grants to schools which obtained a large percentage of passes and reached high standards of general excellence;

(b) A capital pass grant for each subject; and

(c) A capitation grant in proportion to the average attendance at the school (Fafunwa, 1974).

To achieve this goal, the missionaries adopted a number of measures to curtail inappropriate behaviour of students. Fafunwa (1974) posits:

> *The missionaries were generally strong disciplinarians and they had abiding faith in manual labour and the rod as the cure to all ills - idleness, laziness, slow learning, truancy, disobedience, irregularity of attendance and the like.*

These measures in the foregoing, greatly enhanced the academic achievement of pupils. Incidentally, in the early 1970s, the government took over missionary schools in order to maintain the secularity of Nigerian Education. From this period onward, the fortunes of academic pursuit in Kaduna State public schools began to wane. With the increase in the population of students, schools became unmanageable with all sorts of behavioural problems. Discipline collapsed and so also was academic pursuit.

Due to the enormous problem posed by behavioural problems on the teaching - learning process and the attainment of educational goals, some measures were put in place by the government and school authorities to compel erring students to conform to school norms. For instance, the Ministry of Education in Kaduna State set up guidelines on how schools should operate. Specifically, the government laid down guidelines on staff and students' discipline. Teachers themselves have tried to deal with behavioural problems by direct and sometimes drastic methods such as the use of corporal punishment, banishment from the classroom, sarcasm, scolding, manual labour and extra class exercise. Sometimes, guidance counsellors, religious and moral instructions and traditional means are used to curtail students' behavioural problems (Owusu and Manger, 1996). One reason for these efforts by teachers as Lindgren (1976) in Nzotta and Modo (1996:79) puts it:

If all minds that come into the school must learn, psychologists believe that we must find way to make all minds to learn.

Although, students with behavioural problems are confronted and almost overwhelmed by the various strategies used to treat and remake them; it will appear that these measures have not been sufficiently effective in enhancing teachers in the treatment of their behavioural problems. It was due to the fact that teaching - learning and discipline have lost their meaning in public schools, that led to the momentous increase in the establishment of private schools as a remedy since it was thought that private schools had better discipline and academic achievement than public schools.

1.2 Statement of the Problem

For the purpose of the educational system to be achieved, there must be a conducive teaching - learning environment and discipline. For these reasons, there has been concern about the extent to which behavioural problems exist among the adolescent population (Guernina, 1977). This concern is borne out of the fact that the manifestation of behavioural problems within the school system obstructs teaching and learning thereby derailing the entire purpose of the educational system; if not checked appropriately (Owusu and Manger, 1996). It is envisaged that these strategies taken will aid teachers in treating behavioural problems effectively. This is because the ability to deal with students' behaviour is a vital component of effective teaching and learning (Owusu and Manger, 1996).

Unfortunately, these strategies have not aided teachers effectively in the treatment of behavioural problems, because some students exhibit behaviour problems that are difficult to handle. Such behavioural

problems include unhappiness, truancy, lack of interest in school work, bullying peers, general disturbances and lack of concentration during instruction (Guernia, 1997). While supporting this claim, Bello (1986) notes, "the failure of the treatment has been as a result of the ineffectiveness of the techniques used in the various institutions". Sometimes, there has been a tendency to use more of the same strategy in the same situation which do not produce the desired change but rather lead to the persistence of the problems (Watzlawick etal, 1974).

Previous studies that have been directed towards remediation strategies for behavioural problems are wide spread in view of existing literature (Alhassan, 1990; Alhassan, 1997; Nzotta and Modo, 1996; Owusu and Manger, 1996; Guernina, 1997). Some other studies concentrated efforts at the applicability of western approaches to behavioural problems in the third world context (Bromwell etal, 1987; Winter, 1991; Mallam, 1993). The present study is directed towards finding out teachers' effectiveness in the selection of strategies for treating behavioural problems of secondary school students in Kaduna metropolis.

1.3 **Research Questions**

The following are the research questions that guided the investigations in the study:

(1) How effective are teachers in private and public schools in the selection of the following strategies in treating behavioural problems:

(a) Communication?

(b) Corporal punishment?

(c) Suspension from classroom?

(d) Punishment (extra class exercises and manual labour)?

(e) Help seeking? and

(f) Behaviour Modification Technique?

(2) To what extent do the strategies of private and public school teachers enhance their effectiveness in treating behavioural problems?

(3) Which strategies are most suitable for use by teachers in treating behavioural problems?

1.4 Null Hypotheses

The following null hypotheses were tested in the study:

(1) There are no significant differences between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of:

(a) Communication;

(b) Corporal punishment;

(c) Suspension from classroom;

(d) Punishment (extra class exercises and manual labour);

(e) Help seeking; and

(f) Behaviour Modification Technique.

(2) Private and public school teachers will not differ significantly in the mean responses to their perception of their effectivness in the use of strategies for treating behavioural problems.

(3) Private and public school teachers will not differ significantly in their rating of the most suitable strategies for treating behavioural problems.

1.5 Basic Assumptions

(a) Some strategies enhance teachers' effectiveness in treating

behavioural problems; while others do not.

(b) Private school teachers are more likely to use strategies that enhance teachers' treatment of behavioural problems; than public school teachers who do not.

(c) There is better discipline in private schools than in public schools.

1.6 Objective of the Study

The objectives of the study are as follows;

(a) To identify strategies that can enhance teachers effectiveness in treating behavioural problems;

(b) To find out the effect of the strategies of the two groups of private and public school teachers on behavioural changes in students;

(c) To determine the most suitable strategies for use by teachers in treating behavioural problems.

1.7 Scope of the Study

The study is restricted to sixteen randomly selected private and public secondary schools in Kaduna metropolis. The schools consist of eight private and eight public. The sixteen schools were selected because the roughly represented one third of the 51 registered schools in Kaduna metropolis. It was therefore thought the number of schools selected truly represented the population of private and public schools. Thus, sample for the study was derived from the two educational zones in Kaduna metropolis. Only questionnaire was administered on the sample of the population consisting of teachers in the selected private and public schools. Findings are limited to Kaduna metropolis.

1.8 Significance of the Study

The prevalence of behavioural problems and its attendant consequences

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on teaching and learning within the school system are too well known. It is in realisation of this fact that teachers have tried to evolve strategies to deal with the problem. Inspite of these efforts, the problem still persist.

The findings of the study therefore, are aimed at assisting teachers to identify strategies that will enhance their effectiveness in treating behavioural problems. Besides, the findings of the study will provide information to teachers on the effect of the strategies of the two groups of private and public school teachers on behaviour changes in students. This information will thus enable teachers to discard those strategies that do not enhance behavioural changes.

Sometimes, teachers are faced with the problem of determining the strategy to apply to a given problem. The findings of the study will expose teachers to the most suitable strategies; that bring about the desirable changes in behaviour. Apart from being of benefit to teachers, others such as school authorities, parents, guidance counsellors, educational psychologists and colleagues involved in the discipline of students will benefit from the findings of the study. This is so because the findings will enable them appreciate their role in rendering assistance to teachers in treating behavioural problems.

Lastly, the study will benefit researchers who may call on it for useful information in order to further research related to the present one.

1.9 Summary

From the foregoing chapter, it is noted that behavioural problems do obstruct teaching and learning thereby leading to the unattainment of goals in the education system. As a result, teachers have tried to deal with the problems through direct handling like the use of corporal punishment, suspension from classroom, manual labour, extra class

exercise and scolding to mention a few. Despite these measures taken to deal with behavioural problems, the problems still persist.

To guide the study, three research questions, three null hypotheses, three objectives and three assumptions were raised in order to assess teachers' strategies in treating behavioural problems. The study is restricted to sixteen randomly selected private and public secondary schools in Kaduna metropolis. The study is significant because, it will enable teachers to use the most suitable strategies that can enhance their treatment of behavioural problems.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review literature related to behavioural problems of students. This review of literature addresses the following issues: Meaning, types and causes of behavioural problems. Also addressed are teachers' strategies for treating behavioural problems.

2.2 Meaning of Behavioural Problem

Several definitions of behavioural problems have been given by psychologists over the years. Owusu and Manger (1996:28) define students' behavioural problem within the classroom context as, "one that is incompatible with learning and teaching that obstructs pupils' or the class's social development. Haugstad (1994) asserts, "behavioural problems in the school are one of the factors which wear out teachers and make the psychosocial environment very difficult, often making the situation unbearable for all parties involved." This assertion goes to show that behavioural problem is a menace to teachers because their efforts are always exerted towards solving the problem. Students too are affected by the problem of always being disciplined. Lindgren (1967:171) sees behavioural problem as "a term that applies to any kind of behaviour that creates difficulties (interferes with the effective functioning of the student or the classroom group) or reveals the presence of difficulties (indicates that the student or the group is not functioning effectively)" This definition implies that the difficulties created by the manifestation of behavioural problems affect academic achievement of students. Many teachers take the position that behavioural problems are some extraneous

variables that interfere with their teaching (Lindgren, 1967).

What is common in these definitions, is that there are some conducts of students that obstruct effective teaching and learning. It also means that some students are not well adjusted to school norms. In the real sense, Nzotta and Modo (1976:80) argue that, "maladjustment is a condition that gives rise to the exhibition of problem behaviour, which is a kind of behaviour that creates difficulties." They went further to stress that: "This is an indication that students are not functioning effectively." Behavioural problem is a product of the type of society or environment they occur in (Owusu and Manger, 1996). This kind of behaviour negates normality relative to that environment (Murray, 1978).

2.3 **Types of Behavioural Problems**

Behavioural problems have been classified into two main categories. These are conduct problems and personality problems. According to Lindgren (1967:175-176), "conduct problems consist of behaviour that is grossly disturbing to others and may infact be directed against them, in that it is hostile, aggressive, destructive and/or disobedient." It sometimes involves delinquency and psychopathology. Personality problems are more or less "neurotic" in character and usually take the form of what may be called "withdrawal behaviour" - that is, behaviour suggesting that the child is fearful of others, feels anxious and is avoiding situations that might expose him to criticism, ridicule or rejection. Children troubled by personality problems may also have some degree of hostility; but unless they are placed under an unusual degree of stress, they hold it back or direct it against themselves in the form of guilt or self-criticism and are usually unaware that they are hostile. Both conduct and personality problems may result from attempts to cope with much anxiety, although anxiety is generally more characteristic of children with

personality problems. Conduct problems, on the other hand, are more likely to affect the behaviour of children who are relatively free of anxiety - that is, who do not have enough "normal anxiety" to feel any concern for the rights and feelings of others or for the consequences and implications of their behaviour.

It is obvious that conduct problems are the type that are more likely to come to the attention of teachers. Not all classroom disturbances are caused by children with conduct problems, but these children are likely to cause or contribute to disturbance and to demand their full share (or more than their share) of teachers' attention. The child with the personality problem, however, is likely to remain in the background and is thus not easily identified as someone needing help. He is usually complaining and obedient and consequently may escape notice altogether.

A third type of behavioural problem that appears in early adolescence is immaturity (Quay etal 1965 in Lindgren 1967). It should be noted that there seems to be an overlap between the three types: all three are, for example characterized by distractibility and students labeled as "psychopathic" (having conduct problems) and "immature" are both characterised as restless, hyperactive and having a short attention span. There are two points here: One, that each list of symptoms must be considered as a whole in order to get the right type of behaviour it describes, and two, making a decision as to whether a student belongs to one type or another has its pitfall, even for an expert, because certain symptoms apply to more than one type.

2.4 Causes of Behavioural Problems

Myriads of factors have been given as causes of behavioural problems by psychologists, social workers and psychiatrists to mention a few. Some of the causes are as follows:

(a) **Conflict:**

Indeed, human problems are seldom simple but are infinitely complex and intricate (Lindgren, 1967). Usually, there are psychological conflict in the background. When a child finds himself in a situation whereby he has to choose between two things that are equally important to him, will create conflict. For instance, a child's anxiety may stem largely from the fact that he would like to be with other boys of his age and play football. But his teacher makes it plain to him that he feels he ought to spend more time in the class because he needs to do more assignments. On the one hand, he loves his teacher and wants to please him; but, on the other hand, he does not want to jeopardize his relationship with his friends. No matter what he does, he is bound to cut himself off from somebody. Most of the time, this perplexity is in the background. Sometimes, it boils to the point of crisis and then the child's anxiety is acute. How he will handle his anxiety depends on many things not the least of which is his habitual way of expressing himself. If he expresses his feelings easily, freely and aggressively, he may take out his anxiety in the form of hostility through displacement, projection, exhibitionism, chronic irritability and so on.

A usual conflict occurs when family standards are at variance with the standards of the school. For instance, children who come from homes where the cultural pattern is quite different from that of the teacher or the other students will have great difficulty in adjusting to the expectations and standards of the school. Lindgren (1967) asserts that "personality and patterns of behaviour are influenced by the attitudes and

expectations of parents."

Parents who have no books tend to live more for the immediate present, rather than the future. Their world is the world of things and of feelings rather than of books and ideas. Thus, their children display behaviour that is in direct conflict with the kind of life style that is favoured by school personnel (Lindgren, 1967).

(b) **Conformity:**

Schools and the government set standards through rules and regulations. This imply that students will compulsively conform to these rules or be thrown out of school. Conformity usually occurs as the result of identification - that is, we pattern our behaviour according to some person or group that we identify with (Lindgren, 1967). Identification and confirmity are important aspects of the learning process. It is unfortunate that conformity can cause behavioural problems because some students find it difficult to obey school rules and regulations. For instance, coming late to school is against the norm of the school but some students due to their personality characteristics, will not like to be pushed around and this brings problem.

(c) **Family Background:**

Several instances of behavioural problems that come to the notice of school authorities are acts that are prevalent in low-class families. Low-class families are characterised by screaming and cursing, fighting with clubs and knives, destruction of property, and sexual aggression (Lindgren, 1967). Some studies indicate that the behaviour displayed by children from lower class homes is related to the way in which they are treated at home. Maas (1951) in Lindgren (1967) contrasted the behaviour of lower-class and middle-class children, he found that lower-class children showed more tendencies towards both submissive behaviour and bullying. The behaviour expressed by these children, in

turn reflected the relationships between the children and their parents. Lower-class children also reported more feelings of rejections and unworthiness as a result of family relation than did middle-class children. Burchinal etal (1958) in Lindgren (1967) found that the fifth-grade children of fathers employed in professions and business fields were better adjusted than were children of fathers who were skilled or semi-skilled employees. The latter children, in turn, had better adjustment than the children whose fathers were in unskilled work.

It has been observed by researchers that the high rate of emotional disturbances found in lower-class children is due to lack of person attention at home. Lower-class families are generally larger than middle-class families, and consequently the degree of individualized attention to each child is seriously lacking. Waldrop and Bell (1964) in Lindgren (1967) observed the extent to which nursery school children tried to approach and make contact with their teacher and found that those children who were most persistent and most dependent tended to come from "high-density families" - families in which there were many children and poor spacing between births. They posit that children would be more likely to feel deprived of their mothers' love and attention and would be more likely to feel anxious.

The behavioural problem teachers will encounter in dealing with children from lower-class surroundings will vary with the community, the behavioural standards set by the parents themselves, and the attitude of the school and the community toward the families. However, the basic points of conflict that are potential sources of behavioural problem with children from lower-class homes are: The differences in behaviour standards at home and at school; the hostility and suspicion that lower-class parents have for the school and the school has for the parents; the inability of many schools to understand the needs of lower-class children

and to make adjustment in curriculum and teaching methods in order to meet these needs.

It should not be assured that children of middle and upper-class homes do not have behavioural problems. It is possible that children from upper-class and middle-class families may have more than their share of behavioural problems. The study of Burchinal etal (1958) in Lindgren (1967) indicate that children of parents who had post-graduate college degrees also tended to have more problems of adjustment than did other middle-class children. Also the study of Mensh etal (1959) in Lindgren (1967) indicate that the greatest area of difficulty for upper-class children, according to their mothers' reports, were; difficulties with regards to other children (both withdrawn and aggressive behaviour), destructiveness, day dreaming, nervousness and speech disturbance.

Home environment and matters incidental thereto create situations capable of producing behavioural problems in adolescents. Studies have shown that adolescents from broken or fractured homes were generally more prone to deviant behaviour or behavioural problems than those from stable homes. The family as the basic social unit provides sundry securities for young persons therein. Where therefore, stable family relationship suffers dislocation, adolescents are usually negatively impacted and behavioural problem or delinquency is the usual outcome. Patterson and Stouthamer-Locber (1984) in Child (1993) confirm that adolescents whose parents closely supervised and monitored are less prone to delinquency than those left on their own. Eighty percent of the delinquent boys that were inadequately supervised by their parents as against ten percent of the non-delinquent boys were inadequately supervised. Furthermore, lower-class adolescents were found to be more likely than their middle or upper-class counter-parts to turn delinquent. The more the home climate is characterized by such qualities as

punitiveness, disorganization, or extreme rigidity, the more likely it is to produce problem behaviour in children (Lingren, 1967).

Material poverty sometimes put additional pressure on adolescents that inspires behavioural problems. Thus, the accident of birth into a lower-class family sometimes forecloses any escape from behavioural problems. Alhassan (1990) confirms that there is a strong association between low level of parental interest in the child's education and truancy. According to Fogelman and Richardson (1974) in Alhassan (1990:49), "truants and absentees are likely to originate from families where the parents are not interested in their children's progress at school". In a situation where parents especially the father is an illiterate, truancy could likely ensue (Alhassan, 1990). Given the preponderance of illiterate parents in our locational context, it may be fair to assert that a significant ratio of truancy is traceable to this cause. Such parents are likely to regard education as a burden (Tyerman, 1968 in Bogdan and Biklan, 1982).

(d) **Peer Group Pressure**

Most adolescents are susceptible to peer group pressures. Peer groups provide necessary socializing inter-mediation between childhood and adulthood. As children transit from childhood to adulthood, they locate their values and self identities within their peer groups. Hence, their increasing reliance on peers for social interaction and emotional support. Among their peers, they feel accepted and enjoy a high sense of belonging, Siann and Ugwuegbu (1989) posit that the growing importance of peer relationships is grounded largely on the three major reasons: Firstly, relations with both same and opposite sex. Peers serve as prototypes of adult social relationships, during which adolescents learn interpersonal behaviour in a variety of situations. Much of the necessary social maturity is acquired during this period. Secondly, ties with adults loosen, as children grow older. They suggest that for some reasons,

many parents are not able to revive their own memories of the emotions and change of adolescence and so adolescents seek others of the same age group to share their doubts and uncertainties both for the present and the future. Thirdly, peers also help the adolescent in defining his sense of himself. Since the adolescent is no longer a child and not yet an adult, he must prepare to meet the demands his society makes of adult functioning in the multifarious spheres that characterize normal living. The peer group comprising members experiencing the same kind of pressures are able to help in his defining his sense of self and his expectations for the future. Abiola (1971) in Siann and Ugwugbu (1989) highlights the conflict of cultural values that impacts the adolescent as he transits from a traditional society to an assumed westernized mode of living. Such conflicts include: a clash between a village economy and a monetary one; between an extended family consciousness and a nuclear family one; between comprehensive inclusive living and occupationally oriented existence... between group living with it's authority and constraints and a self-oriented existence. He further opines that one form of adaptation to the transitional situation is the formation of "clubs", picnic groups by adolescents etc. Thus behavioural problems must necessarily escalate if such peer groups or clubs are controlled by delinquents.

The strong influence of peer of pressure on truancy cannot be overemphasised. According to Alhassan (1990:50), "there exist a strong relationship between peer-group influence and truancy." Reid (1985) posits that, "some absentees 'match' alone or in groups. Some absentees begin their absenteeism alone and then graduate to group absenteeism."

(e) **Anxiety:**

Anxiety is a form of tension. When things are dull, we may risk a little

anxiety in order to liven things up, but once we can get involved in a tense social situation, we may have more anxiety than we can handle for the moment and may make use of more or less immature ways of coping with it without realising that we are doing so (Lindgren, 1967). Human behaviour may be viewed in terms of attempts to meet basic needs or to cope with real or anticipated frustration of basic needs. For instance, students can exhibit anxiety over an impending examination, which can lead them to cheat. Heywood (1965) revealed that 10 percent of the students facing their finals at the University College London, contact the physician which are of three types of symptoms viz: pre-examination strain, examination panic and examination phobia. These are types of behavioural problems caused by test anxiety.

(f) **Shyness:**

Shyness constitutes one of the commonest forms of avoidance behaviour, although not a mental mechanism in the strict sense of the word. A shy student is unable to speak out, recite or perform in a group. By begging off or refusing to speak, the shy student avoids exposure to value judgements on the part of others, an experience that would, in his own opinion, be too painful to bear. The shy person often excuses his non performance by pleading inadequacy "I really have nothing important to say", "others can do it so much better". He may indeed feel inadequate at the time, although afterwards he often feels as though he had let himself down, and had also let down those, like his teachers and his family who would like to see him succeed. Then his guilt feelings may become painful as his anxiety. One thing is clear, there are many students today in schools with this behavioural problem which obstructs their assessment by their teachers especially when called upon to respond to questions or other activities in the classroom (Lindgren, 1967).

(g) **Rebellious Disposition of Adolescents:**

A source of behaviour problems is the conflict between adult values and those of youth-pre adolescents, as well as adolescents. The relationship between adults and youth is often marked by hostility, irritation and frustration. Youth demands the right to do what adults do, but adults think they are not yet ready. Adults want the youth to be more responsible and to think things out for themselves, but the youth complain that the adults do not give them the freedom to develop this responsibility and self direction. On the one hand, young people expect help in working out their problems, but on the other hand, they resent suggestions and advice.

The rebelliousness that appears in early adolescent years certainly tends to diminish as young people approach adulthood and begin to express and share in the values of adult society (Bealer etal, 1964 in Lindgren, 1967). But teenagers often feel unsure of themselves as they try to become integrated into the adult world. This uneasiness underlies their tendency to be over quick at times in rejecting teachers, parents or any adult who tries to assert his authority over them. At other times, they over-accept any adult who appears in anyway friendly or agreeable. Out of these conflicting feelings of wanting both to be independent and adult like and to be independent and follow the lead of adults comes much anxiety and some behavioural problem (Lindgren, 1967).

(h) **Gender Explanation for Behavioural Problem:**

A detailed observation of secondary school students, will reveal that boys are far more likely to cause trouble for teachers and school authority. Their propensity for getting into trouble leads to difficulties even with the police (Lindgren, 1967). Hathaway and Monachesi (1952) in Lindgren (1967) in their study found that virtually all ninth-graders in Minneapolis brought out the fact that three times as many boys as girls

had juvenile court or police records or both. A study of 1628 children in Chicago by Mullen (1950) in Lindgren (1967) indicate that a larger percentage of boys than girls had withdrawn, unsocial natures (7 percent, as against 4 percent); more boys than girls showed aggressive, antisocial behaviour (6.5 percent, against 4 percent); and more boys had speech disturbances (5 percent, against 2 percent). About 85 percent of reading problem cases are boys.

Several hypotheses have been put forward in order to explain the greater ability of girls to stay out of trouble and to gain the approval of their teachers. One is that girls are intellectually and socially more mature than boys of the same chronological age, at least until adolescence. Their greater maturity thus gives them better image in school and teachers tend to favour them as being more apt. Pauley (1951) in Lindgren (1967) proposed that boys be admitted to school later than girls because of the rather consistent differences in achievement favouring girls in grades two through four. He found that girls got higher test scores in reading and arithmetic, eventhough they averaged two to three months younger than boys. McCarthy (1953) in Lindgren (1967) suggests that some of the difficulties encountered by boys stem from the fact that their verbal development proceeds more slowly than that of girls. Schools activities attach much importance on verbal skills: they are basic to almost all the learning that takes place in the classroom.

There are some indications that these differences in social and academic adjustment are due to something more than mere differences in rate of maturity or in interest in others. In our culture, boys are expected to display behaviour that is "masculine" - to be rebellious, uncooperative, disobedient, aggressive, and inconsiderate. Hartley (1959) in Lindgren (1967) points out that the demands for "masculine" behaviour are experienced by boys at a very early age, before they are

able to understand what the demand are and why they are being made. She suggests that this situation is practically a perfect combination for inducing anxiety. The demand that the child does something, which is not clearly defined to him based on reasons he cannot possibly appreciate, and enforced with threats, punishments and anger by those who are close to him. Consequently, she says, the child overreacts against being caught doing anything feminine to the point where he even develops hostility towards females. he rationalizes this hostility by deciding that women just do not like boys and actually prefers girls. Very likely this attitude is also based on reality. The world in which the elementary school boy lives is to a large degree a female-dominated world: the persons who are most concerned with his supervision are women. There is some evidence that the judgements women make are more likely to favour girls perhaps because they understand girls better. Semler (1960) in Lindgren (1967) asked male and female teachers to rate fifth-grade students on intelligence, personal adjustment and social adjustment. Male teachers proved to be more accurate in judging boys; and female teachers proved to be more accurate in judging girls.

Whatever the causes of the larger number of problems displayed by boys, it is clear that the school, as well as the other agencies of our culture, is not meeting the boys' needs as well as they are meeting the needs of girls. This is a problem area that requires far more recognition and study than educators and behavioural scientists have given it in the past (Lindgren, 1967).

(I) **Personality/Neurological and Cognitive Abnormalities:**

Brickman etal (1984) in Clarke-Stewart etal (1988) opines that, "delinquent adolescents had trouble with abstract thinking putting things in temporal order and concentration. They also had less than average scores in tests on vision, rhythm, expressive speech, writing, reading,

arithmetic and general intelligence." This pattern of abnormalities led to the conclusion, that these adolescents had not developed the cognitive control to manage their feelings or moods and therefore are unable to control their actions. Apart from this, Chandler (1973) in Clarke-Stewart etal (1988) in his study of delinquent boys, confirmed that delinquent boys were less able than non-delinquent boys to "take the perspective of another person". In other words, the cognitive capacity to appreciate other peoples' views was severely lacking. After undergoing some training in social perspective taking, the boys according to police records committed fewer crimes over the next 18 months. The import of these studies are that psychopathic conditions can generate delinquency. Fortunately, incidents of delinquency or behavioural problems rooted in such conditions are clearly in minority (Child, 1993).

(j) **Situational or Sociological Factor:**

This refers to a combination of internal and external influences that stimulate behavioural problem. For example, some truants trace their deviant behaviour to poor teacher/pupil relationship (Finlayson and Lindgren, 1976 in Alhassan (1990). Furthermore, curriculum irrelevance as perceived by pupils account for a significant level of truancy (Alhassan, 1990). Bird (1980) in Alhassan (1990) identified three main ways in which pupils' experience of the curriculum could be adverse: If they found it irrelevant; if they would not meet the demand it made; and if it left them with a sense of failure. These findings are also reinforced by pupils' comments on the curriculum, given as part of their explanations of absenteeism (Buist, 1980). In addition, according to Hambalin (1977) in Alhassan (1990), truancy can be a response to both the perceived irrelevancies of the curriculum and a sense that the school is not only uninteresting; but also uninterested in certain group of pupils. Many teachers and administrators appear to assume that adults are always right

and children are always wrong. Any programme that consistently places the comfort, convenience and needs of adults above the needs of children is likely to produce behavioural problems (Lindgren, 1967).

2.5 Teachers' Strategies for Dealing with Behavioural Problems:

For effective teaching and learning to take place, the ability to deal with students' behaviour is a vital (Owusu an Manger, 1996). In this regard, there are several approaches to the treatment of behavioural problems in practice today. Teachers all over the world are saddled with the enormous task of treating behavioural problems. To some extent, the principal and the discipline committee come in to assist. In such a situation, there has been a tendency to use more of the same solutions, which do not produce the desired change but rather lead to the persistence of the problems (Watxlawick etal 1974).

Behavioural problems, their manifestation and treatment are related to the type of society they occur in. According to Bromwell etal (1987) in Owusu and Manger (1996:27), "the treatment of behavioural problems of school children in many developing countries is not only the ultimate responsibility of the teacher, but also calls into question certain traditional models and practices." They also assert that, "many native African pupils are treated by native healers for a number of different conditions, including school related problems such as phobias, anxieties, scholastic under achievement and other problems, which would normally be considered to be within the school psychologist's area of speciality." Furthermore, traditional counselling agencies including the elderly, family members, clan heads, religious leaders, priests and the native doctors may all be involved in this attempt in behaviour modification (Bojuwoye, 1987). In spite of the use of these strategies, the intention of this literature review is to discuss the following strategies fully:

(a) Help Seeking.

(b) Punishment;

(c) School Authority Assistance;

(d) Counselling Assistance;

(e) Behaviour Modification Technique;

(f) Effective Communication; and

(g) Modeling.

(a) **Help Seeking.**

It is a known fact that behavioural problems interfere with the teaching-learning process (Lindgren, 1967). Teachers in several occasions do halt their lessons in order to attend to students whose disruptive behaviour are interfering with the orderly progress of the instructional period. Even students whose behaviour problems are not disruptive in character may have a disturbing influence. A boy who is so excessively shy that he cannot make any presentation to the class is likely to absorb more of the teacher's attention than the average student does. The girl who will not or cannot participate in a group activity creates problem in a classroom whose activities require the cooperative interaction of students in small groups. By and large, there are more serious problems teachers have to contend with such as: chronic defiance of teachers and other person in authority; extreme shyness; excessive daydreaming; truancy; chronic unhappiness and depression.

Many teachers take the position that they would rather not concern themselves with behavioural problems, looking upon it as some extraneous variable that interfere with their teaching; something for which they should have no responsibility. Someone else, they feel, should handle the behaviour problems that they encounter in their classrooms; hence they refer them to principals, counsellors, or parents for

"straightening out". For one thing, referral of problems is a good idea, particularly when it is done judiciously, after considering such factors as the probable effect on the child, the person or persons best able to deal with the problem, and so forth. However, the eagerness to get rid of a problem by getting someone else to accept responsibility for it may actually keep the teacher from developing any understanding of what is involved and thus prevent his helping the students become a more effective learner. Even when problem students are referred to the school psychologist or some other authority outside the classroom, they usually remain in the classroom and must be dealth with there. Furthermore, there are several instances of behavioural problems that are produced or aggravated by school experiences or even by the behaviour of teachers themselves. The opposite of this statement is also valid, of course: a great deal of behavioural problem is allayed or prevented by school experiences and by appropriate attitudes and behaviour on the part of teachers.

The point is that the teachers who is interested in fostering and promoting classroom learning cannot afford to ignore the mental health problems of his students and thus must have some understanding of the various symptoms of what we call "behavioural problem". Not only should he know what kinds of behaviour are likely to interfere with learning processes, but he also ought to know what problems should be referred to sources of help outside the classroom. What kinds he might deal with himself and how he can understand and help students whose learning abilities are blocked or encumbered by problems of various kinds. In carrying out these responsibilities, teachers are not expected to function as psychologists or social workers, but primarily as persons charged with the responsibility of promoting learning. Owusu and Manger (1996) in their study confirmed that teachers frequently asked for

assistance from the headmaster colleagues or other staff members whenever they were confronted with students' behavioural problems. Furthermore, they asserted that teachers use reprimand in dealing with students' inappropriate behaviour. While a great number often refer problem students to their parents.

If we intend to understand a problem, we must first of all develop some degree of objectivity (Lindgren, 1967). Objectivity does not come easily, especially when the child in question is engaging in a form of hostile or destructive behaviour that we find personally obnoxious. Yet anyone who has observed a skilled teacher in action knows that it is possible to deal with hostile or destructive behaviour without losing one's sense of objectivity. There is perhaps a natural tendency for us as teachers to be somewhat judgmental, tending to look upon misbehaviour in terms of whether it should be punished and how severely it should be punished, rather than in terms of whether it has any serious implications for the child's adjustment or progress as a learner.

(b) **Punishment:**

Punishment deserves a special treatment here because of the controversies surrounding its use as a response to inappropriate behaviour in the classroom. Many teachers think of discipline in terms of punishment; not only in terms of physical punishment; but also social and psychological punishment: detention (keeping students after school or keeping them in the classroom during play periods), extra assignments, manual labour, isolation (sending students in public), suspension from school, academic failure, or giving students a "talking to" in private.

In spite of the existence of social and psychological forms of punishment, most teachers still favour physical punishment. In their study of teachers' strategies when treating unwanted behaviour of students, Owusu and Manger (1996) found that about 71 percent of

teachers in the sample resort to using lashes, which is a form of corporal punishment. According to them, manual work was also sometimes used as a measure in the treatment procedure. Example of this measure may be the clearing of school's garden.

Several arguments have been advanced as to the effectiveness of corporal or any form of physical, social and psychological punishments in treating behavioural problems. Lindgren (1967:181) notes that: "Sometimes, such methods help a child who is wavering between conformity and antisocial behaviour and who needs reassurance that the teacher means what he says, but for the most part, the result of such direct handling are disappointing". According to him, very often, punishment worsens the problem behaviour instead of eliminating it. He also stressed that: "Direct treatment of problem behaviour seldom gets at its source; it is seldom based on any genuine attempt to understand the motivation and behaviour of children." However, in a discussion of some of the theoretical aspects of the learning process, Seward (1954) in Lindgren (1967) came to the conclusion that punishment cannot be completely eliminated from the learning situation. He felt, however, that its indiscriminate use was fraught with certain dangers. If punishment was introduced too early, it may prevent the learner from "identifying" with the teacher; that is, it may interfere with the learner using the teacher as a model for his behaviour. Seward further pointed out that, "if punishment is too severe, it may also fix what is learned in too rigid a mold." And, if punishment is "relied on too exclusively it may give a child a lot of specific inhibitions with integrating values to bridge the gaps between." In other words, education that emphasizes punishment may cause a child to learn only what he should not do, without helping him to learn what he should do.

It should be noted as Lindgren (1967:181) puts it, "that punishment

usually increases the fear that children have of adults and, with preadolescents and adolescents, may aggravate the aggressive, rebellious behaviour that is so common during these stages of development". He further stressed that, "once school people have grasped the idea that it is necessary to go beyond the surface aspects of problem behaviour in order to deal with it properly, they will be in a position to develop new and more effective methods of dealing with it."

Symonds (1956) in Lindgren (1967) in a review of psychological research and theory relating to the use of punishment in education, warned against using punishment with children who have already been damaged psychologically speaking, by too much punishment on the part of teachers and other adults. Damaged children, he pointed out, are likely to evoke impatience, exasperation, and hostility on the part of teachers. Damaged children, he maintained, need more than the average amount of forbearance, patience and attention.

In Ghana, corporal punishment is often used by the teachers to correct students' inappropriate behaviour (Owusu and Manger, 1996). According to them, the inequality inherent in the way punishment is applied by many Ghanaian teachers concerning a variety of offences (behaviour problems), has come to the attention of government, and a "document" by the Ghanaian Education Service (G.E.S), distributed to the various schools, intends to make punishment administration uniform. This document, mentioned different proposed offences (behavioural problems) and what kind of punishment (treatment) the teacher must apply. Owusu and Manger also condemned the use of corporal punishment in schools, noting that the use of corporal punishment to correct students' behavioural problem has become outmoded due to its negative emotional accompaniments. For example, fear and anxiety, anger, resentment, and feelings or rejection of the student may result (Axelrod, 1977 and Befring,

1983 in Owusu and Manger, 1996). However, it is stipulated in this "document" that whenever the teacher administers lashes, it must not exceed six strokes. This discussion is not on how this particular example is executed in practice, nevertheless one may question such intervening variables as the intensity or frequency of using this measure and its effects on learning. It has also been postulated that high intensity punishment may create emotional levels that interfere with learning and therefore possibly could retard inhibition of undesirable (Parke, 1973 in Owusu and Manger, 1996).

(c) **School Authority Assistance**

School authorities play a fundamental role in dealing with behavioural problems. There are prescribed school rules and regulations which specify the type and degree of measures to be taken depending on the scale of the inappropriate behaviour. Measures taken by school authorities as represented by school principals include: expulsion, suspension, referral especially to parents, warning and so forth. The school disciplinary committee recommends the type of measures to be taken. More also, teachers refer cases they cannot handle to this committee that will in turn investigate the problem thoroughly before recommending any disciplinary measure. Axelrod (1977) notes that, "teachers refer students with problems to the headmaster with the hope that with his greater experience and training he would be able to suggest procedures for dealing with problems."

(d) **Counselling Assistance**

Teachers refer students to guidance counsellors for the treatment of their behavioural problems. Due to the fact that students at all levels manifest one problem or the other, counselling service are always made available in institutions of learning. Well trained guidance counsellors are employed to handle this difficult task aimed at modifying students'

behaviour. To do this, there must be an understanding of the causes and symptoms of behavioural problems (Nzotta and Modo, 1996). Lindgren (1967), described this as understanding the psycho-dynamics of problem behaviour. Nzotta and Modo went on to suggest that it is better to implement steps that could help to prevent problem behaviour rather than cure them. This is where guidance and counselling services can help a great deal in checking inappropriate behaviour among students.

According to the National Policy on Education (1981), guidance and counselling is expected to play an important role at all stages of the 6-3-3-4 system of education, especially in conditioning the minds of the students in pursuit of academic goals. Counselling programme will bring sanity to bear on our educational system now that we are faced with crisis of various forms (Nzotta and Modo, 1996). From the ascertained symptoms of behavioural problems existing among students, there is a compelling need to implement a carefully planned and systematic guidance services in educational institutions, if we earnestly wish to assist our children achieve academically without unnecessary waste of time, talent and resources. Counselling will help students have proper understanding of themselves. This is because, most of our students fall within early adolescent and early adulthood, and are therefore still battling to have proper self concept about themselves and therefore should be properly guided and helped (Anwana, 1989). Having counsellors in schools will give them the opportunity to organize seminars and conferences on mode of behaviour that could help reduce cheating during examination. Counsellors can also organize orientation programme for all new students not only for proper adjustment into the school but also to enlighten them on the dangers of inappropriate behaviour (Nzotta and Modo, 1996).

(e) **The Behaviour Modification Techniques:**

Teachers have been involved in the treatment of behavioural problems from time immemorial by employing several strategies of which the Behavioural Modification is one (Lingren, 1967). The Technique came about through series of experiments conducted by psychologist with emphasis based on learning principles. It may utilize classical (respondent) techniques or operant conditioning techniques. The Technique is centrally concerned with observable actions exhibited by the individual.

In the respondent (classical approach), distressful behaviour is eliminated using the Pavlovian _ Hullian theories. The operant approach utilizing the Skinnerian theory, attempts to shape behaviour by rewarding desired behaviour. The operant approach have been utilized in cases of deficient social relationship, minor conduct disorders and speech defects; while the respondent (classical) approach appears more useful in the treatment of phobia and sexual disorders.

Classical Conditioning Techniques in the classroom:

Some of the technique can be easily mastered; while some require extensive training. Classical conditioning is a form of learning, which occurs when two stimuli are paired or associated. There is the unconditioned stimulus (US) which elicits a response before conditioning begins. The other, conditioned stimulus (CS) elicit no response before conditioning. Pairing of the unconditioned stimulus with the conditioned stimulus for a number of times and with the right time intervals, the original neutral conditioned stimulus will begin to produce a response similar to that elicited by the unconditioned stimulus before the pairing of the stimuli. Some of the major procedures utilized in classical conditioning as identified by Morgan etal (1981) in Alao (1988) include:

(i) The use of noxious stimulation such as punishment, covert

sensitization and aversion therapy;

(ii) The use of relaxation and desensitization; and

(iii) The use of implosive therapy (flooding).

Any stimulus that makes the child fearful or uncomfortable can be said to be noxious. Punishment is a noxious stimulus that is contingent on or follows a response. It appears to be the most widely used or the most familiar noxious stimulation to some teachers. The beating of the child in the classroom for a misbehaviour to some, is regarded as punishment to modify the particular behaviour. Unfortunately, most forms of punishment appear to be inappropriately used in the classroom; whereas punishment promotes the learning of what not to do in passive avoidance, learning it has the weakness of not teaching the better behaviour to be elicited while adaptation to punishment may weaken its effectiveness. We engage in passive avoidance learning when we learn what not to do. The child learns not to play with dangerous or sharp objects. The teaching of don'ts should not be through punishment alone but coupled with positive reinforcement. Punishment when applied has to be consistent, it must be contiguous on the occurrence of the response.

The use of cognitive learning and imitative learning approach such as modeling could be encouraged where possible to learn some human psychological phenomena such as attitude formation and personality development. Teachers, by exhibiting positive models do assist in behaviour control through such models, without physical punitiveness.

In covert sensitization, the child is made to imagine rather than experience directly (as in overt punishment) the unpleasant consequences of the unwanted behaviour. The imagined consequences is usually combined with imagined positive reinforcement. This approach can be used anytime in conjunction with other behaviour strategies. Covert sensitization may be used to discourage stealing and fighting by imagining

all the serious consequences that go with each of this behaviour, while the positive effects of not stealing and fighting are highlighted.

Aversion therapy is an approach where the individual is conditioned to be afraid of the stimuli that lead to unwanted behaviour. This is usually done by pairing a noxious stimulus with the unwanted behaviour say on electric shock when smoking occurs. The uncomfortable feelings associated with the shock may become associated with smoking which is paired with the shock, eventually. In the case of excessive drinking, tasting of alcohol may be paired with a drug that causes nausea to make the individual uncomfortable when alcohol is tasted. In punishment, the noxious stimulus is applied after the unwanted behaviour has manifested; whereas, in aversion therapy, the noxious stimulus is conditioned to the stimulus. The pairing of the noxious stimulus say unpleasant feelings caused by a drug may prevent the occurrence of the unwanted behaviour (drinking).

Relaxation and desensitization is a form of tension in the body which may show itself in a number of ways, including statements of fears or tension in social situations. Teaching the individual simple techniques of relations can alleviate some problems. Relaxation tapes are available where the individual is not sure of relaxation instruction to use. Visualization and imagery may be used to relax the individual.

Systematic desensitization can be used to solve problems associated with anxiety and tension such as phobia. It consist of:

(i) Training in systematic deep muscle relaxation;

(ii) Construction of anxiety hierarchies; and

(iii) Matching specific objects of anxiety from the hierarchies with relaxation training.

Systematic desensitization may be used for anxieties related to examinations, snakes, dogs and heights.

In implosive-therapy, which is sometimes called flooding, the fear producing stimulus is presented alone over and over until the patient reports a decrease in fear. Implosive therapy according to Stampft and Levis (1967) in Alao (1988), is essentially an intensive form of extinction. Extinction occurs when the re-inforcer for a response is removed, that is, when a re-inforcer no longer follows a particular response.

Operant Conditioning Techniques in the Classroom:

Operant conditioning techniques emphasize the role of reinforcement in establishing and maintaining the desired behaviour. It is assumed that when reinforcement is contingent on a response, that response is more likely to occur in future. In operant conditioning, the individual behaviour is studied in relation to the events occurring in the environment. The antecedents are the discriminative stimuli that acts as cues to the individual, indicating the particular behaviour to be reinforced. Operant conditioning techniques can be very useful in socializing when the individual learns about beliefs and customs.

One of the tools of operant behaviour modification are the positive and negative reinforcers. A reinforcer is anything which serves to strengthen a response. A positive reinforcer is a stimulus or event which increases the likelihood of a response when it terminates or ends, following a response. A negative reinforcer is different from punishment. A negative reinforcer is a noxious stimulus, which terminates contingent upon the occurrence of a particular response. In contrast, punishment is a noxious stimulus that is forth coming when a particular response is made. A negative reinforcer is also different from aversion therapy when the patient is conditioned to be afraid or repelled by the stimuli that lead to unwanted behaviour. Common negative reinforcers are disapproval or yelling or screaming children will learn response which terminate or avoid the events. Teachers are advised to use positive reinforcement rather

than negative reinforcement to shape behaviour even though both seem to be effective. Teachers should also know that there are primary and secondary reinforcers. A primary reinforcer does not require any special previous training in order to strengthen a behaviour. The first time a primary reinforcer is made contingent upon a response, it will begin to strengthen that response. Food is a primary reinforcer for an individual who is hungry; while a drink is a primary reinforcer for someone who is thirsty. On the other hand, for a secondary reinforcer to be effective, the learner must have experience with it. For secondary reinforcer to be effective, the learner must have had experience with it. Secondary reinforcer can be said to be "learned reinforcers". A stimulus become a secondary reinforcer when it is paired with a primary reinforcer to strengthen a behaviour. It appears that in most of reinforcers used in real life, practical human solutions are secondary. In the classroom, teachers should adopt the use of secondary reinforcers while shaping behaviour. Some of the common secondary reinforcers are social reinforcers, some can be material or non-social while it may also be a point (token) acting as the reinforcer.

Praise is an example of a social reinforcer; other social rewards may include interest, attention, approval by others, listening, smiling or any expression of love, The material reinforcers can be pencil, sweet, toys, ice-cream or any other food item.

Teachers should use social and non-social reinforcement simultaneously. A child who exhibits the desired behaviour needs to be praised before receiving non-social (material) reward. Children do vary in what they consider as reinforcing. Therefore, appropriate reinforcers are encouraged. Teachers also need to know the possible ways and schedules of reinforcements that can be arranged while trying to shape behaviour. The delivery of reinforcement may be made contingent upon

the number, rate or pattern of responses. It may also depend upon time with regard to number, rate or pattern of responses. All things being equal, the important consequence of reinforcement by a schedule is that extinction tends to be slower for scheduled-reinforced responses than for continuous reinforced responses. This is to say that if reinforcement is stopped, the learner will continue to respond for much longer time that scheduled reinforcement, than after continuous reinforcement. In other words, scheduled reinforcements increase resistance to extinction. Extinction occurs when reinforcement no longer follows a particular responses e.g "time out".

Some of the schedules of reinforcement teachers need to adopt include:

(i) The fixed-ration schedule (FR). This is a schedule in which the number of responses determine when reinforcement occurs. A certain number of responses has to be made by the child before he is reinforced. Teachers will decide on a fixed number of responses that will not be reinforced and every fourth or fifth or twentieth response might be selected for reinforcement.

(ii) The fixed-interval schedule (FI). Teachers may adopt the fixed interval schedule or reinforcement by giving reinforcement to the child after a fixed interval of time. No matter the number of responses made by the child, he is not reinforced until a certain interval of time has gone by.

(iii) Variable-ratio schedule (VR). It is possible to make the schedule variable. In variable-ratio schedule, the reward is given after a variable number of responses. A teacher may decide to reinforce the child after the three responses, the next reinforcement may be when seven responses have been made, next after five responses have been made and so on. The teacher only ensures that reinforcement is forth-coming after different number of responses.

(iv) Variable-interval schedule. The teacher may decide to reinforce the child after one interval of time, then after another interval and so on.

(f) **Effective Communication**

Teachers' use of effective communication in treating behavioural problems has become very crucial especially now that the problem is assuming a notorious dimension. There are two aspects of communication teachers can employ in their effort at effecting behavioural changes in students. These are teacher-parent interaction and teacher-student interaction. At times, teachers, students and parents need to come together in a forum to address the problem confronting students.

Teacher-student Interaction:

While the strategies of making contact, listening and encouraging are usually sufficient to arrest a student's increasing behavioural problem and begin the upward process of adjustment, by themselves, they are seldom enough to help a person achieve an optimum level of adjustment (Wallen and Wallen, 1978). Disruptive students with poor work habit know they should do better, but they can do little to improve because they do not know the reason for their inadequacies nor are they aware of any viable alternatives.

Enlightenment should help students recognize the reasons for their behaviour and make them more aware of alternative ways of behaving. Enlightenment can be achieved in two ways: (a) Helping students

with whom they interact. Wallen and Wallen (1978) describes a scene thus: After most students have already lined up for lunch and the teacher is not looking, many try to push toward the head of the line. When she does, many of the other students begin yelling at her. She is genuinely startled and hurt by their anger. She starts yelling and pushing those around her. Many lack insight. She is unable to recognise that her action of crowding toward the head of the line could be expected to lead quite naturally to the consequence of other students getting angry. Most likely, she would respond exactly the same way if someone did that to her. But she simply does not recognize the similarity between how she would behave if someone crowded in front of her and how others behave when she is the one doing the crowding. If she were able to recognize this relationship, she might have behaved differently. This is an evidence of maladjustment or behavioural problem many displayed.

Wallen and Wallen (1978) describes another scene thus: A conference between the teacher and Jerry illustrate how a teacher might enlighten a student by helping him understand the natural relationship between actions and consequences. Jerry was sent from the play ground for fighting. He is talking to his teacher. The teacher starts the conference having Jerry describe the incident. Jerry is hurt and angry because the other boys rejected him and would not let him play four-square. The teacher uses the strategy of encouragement by expressing sympathy for how badly Jerry must feel about being rejected by his friends and excluded from a game he enjoys. The teacher then starts using the strategy of enlightenment.

Teacher should feel responsible for knowing well, the students assigned to them. They should feel responsible for knowing each one personally and for knowing what each is doing and the difficulties and success each is encountering. Interacting with each student personally removes

difficulties and frustration that can lead to behavioural problem. There should also be constant communication with students so as to deal with any problem that might arise in time.

Teacher-parent Interaction: Saunders (1978) posits that there are three main reasons for teacher-parent interaction:

(a) To seek to establish common aims in the development and education of children;

(b) To exchange information for the benefit of the child; and

(c) For mutual support when difficulties arise.

Bearing in mind the fact that the experiences of school of many parents of disruptive children will have been unrewarding, the initial contacts with parents should be as non threatening as possible. Hence, for a student who is at risk, the links should begin before the crisis occurs. Such early contacts are probably best made by a teacher in regular contact with the students, rather than by intermediaries.

Meetings should take place as between equals, with a two way exchange of information. Where practicable, parent involvement with teachers should be sought so that the contact becomes rewarding (Lynch and Pimlott, 1976 in Saunders, 1978)

Saunders (1978) reported an interesting innovation in the press of a school in Florida, in which pupils take home daily report on their school work and behaviour which are checked interruptions dropped in three weeks from an average of fourteen an hour to two an hour, and the amount of academic work doubled. In certain situations, frequent regular reports albeit with only limited information, would seem to be desirable.

At the school level, means of communicating might be teacher-parent meetings, conferences, workshops and television programmes. At those fora, teachers and parents open up. If parents feel their children are happy and learning, then they will be happy about the school programme.

Conflicts between parents and teachers are resolved through conferences. Teachers should feel responsible to communicate to parents about the conduct of their children. Contact with parents should be established within the first week of school. Some teachers tell parents both their school and telephone numbers and encourage them to call.

Teachers should be ready to explain to parents, either by writing or by conference, just what they hope to accomplish with their students in a given academic year. The objective communicated to parents should be more specific than saying something as obvious and general. Maintain records on students' performance and keep data which support and explain the records. For example, in English language, teachers might keep records that illustrate a student's performance on different objectives. With something less tangible like not paying attention in class, teachers might keep anecdotal records that objectively describe sample incidents where the child was being inattentive. These records must be made available to parents.

(g) **Modeling**

Modeling represents one of the strategies available to teachers in shapening behaviour. Modeling entails principally, learning by example. It is a kind of imitative learning (Alao, 1988).

It is evident from informal observation that human behaviour is transmitted, whether deliberately or inadvertently, largely through exposure to social models. Indeed, as Reichard (1938) in Bandura (1977) notes that in many languages, "the word for 'teach' is the same as the word for 'show'." It is difficult to imagine a culture in which language, mores, vocational activities, familial customs, educational, religious and political practices, are gradually shaped in each new members by direct consequences of their trial and error performances without benefit of models who display the cultural patterns in their behaviour.

Although, much social learning is fostered through observation of real-life models, advances in communication have increased reliance upon symbolic model. In many instances, people pattern their behaviour after models presented in verbal or pictorial form. Without the guidance of the handbooks that describe in detail how to behave in particular situations, members of technologically advanced societies would spend much of their time groping for effective ways of handling situations that arise repeatedly. Pictorially presented models, provided in television and other filmed displays, also serve as influential sources of social behaviour.

There are several reasons why modeling influences are heavily favoured in promoting everyday learning. Under circumstances in which mistakes are costly or dangerous, skillful performances can be established without errors by providing competent models who demonstrate the required activities. Some complex behaviour can be produced solely through the influence of models. If students had no opportunity to hear speech, it would be virtually impossible to teach them the linguistic skills that constitute a language. It is doubtful whether one could even shape individual words by selective reinforcement of random vocalization, let alone grammatical utterances. Where desired forms of behaviour can be conveyed only by social cues, modeling is an indispensable aspect of learning. Even in instances where it is possible to establish new response patterns through other means, the process of acquisition can be considerably shortened by providing appropriate models (Bartlett and Victor, 1968 a in Bandura, 1977).

In social learning theory, the phenomena ordinarily subsumed under the labels imitation and identification are designated as modeling (Bandura, 1969 in Bandura, 1977). The latter term was adopted because modeling influence have much broader psychological effect than the simple response mimicry implied by the term imitation and the distinguishing

properties of identification are too diffuse, arbitrary and empirically questionable either to clarify issues or to aid scientific inquiry. Research conducted within this frame-work has shown that modeling influences can produce three separable types of effects depending on the different processes involved. First, observers can acquire new patterns of behaviour by watching the performances of others. This observational learning effect is demonstrated most clearly when models exhibit novel responses which observers have not yet learned to make and which they later reproduce in substantially identical form.

A second major function of modeling influences is to strengthen or to weaken inhibition of previously learned responses. The effects that modeled activities have on behavioural restraints are largely determined by observation of rewarding and punishing consequences accompanying the actions. Inhibiting effects are indicated when observers show either decrements in the modeled class of behaviour or a general reduction of responsiveness as a result of seeing the model's behaviour produce punishing consequences. Observed punishment has been shown to reduce exploratory behaviour (Bandura, 1965 b in Bandura, 1977). Comparable reductions in performance are obtained in observers when models respond self-punitively to their own behaviour (Bandura, 1971 a in Bandura, 1977). Disinhibitory effects are evident when observers increase performance of formerly inhibited behaviour after observing models engage in threatening or prohibited activities with adverse consequences. This type of change is most strikingly illustrated in the treatment of phobic conditions through modeling procedures (Bandura, 1971 b in Bandura, 1977). People who strongly inhibit even attenuated approach responses toward objects they fear are able to interact closely with them after observing bold performers engaging in threatening activities without experiencing any untoward consequences.

The behaviour of others can also serve as cues in facilitating performance of existing responses in the same general class. People applaud when others clap; they look up when they see others gazing skyward; they adopt fads that others display and in countless other situations their behaviour is prompted and channeled by the actions of others. Response facilitation effects are distinguished from observational learning and disinhibition because no new responses are acquired and disinhibitory processes are not involved because the behaviour in question is socially sanctioned and hence is unencumbered by restraints.

When modeling influences are explicitly employed to teach people how to communicate effectively, how to conduct themselves in given interpersonal situations and how to perform occupational activities competently, the more venturesome and talented are apt to derive the greater benefits from observation of exemplary models.

2.6 **Review of Previous Studies**:

Owusu and Manger (1996) carried out a study which concerns the strategies for dealing with behavioural problems in Junior secondary schools in Ghana. Specifically, the aim of the study was to explore the various strategies and methods teachers in Ghana are using in dealing with students' behavioural problems. The study was carried out in three regions of Ghana-the Greater Accra, Ashanti and Volta regions. These areas can be described as metropolitan, urban and rural respectively. 155 teachers were used as sample in the study. A ten-page questionnaire was designed for the teachers. Factor analysis was used for the analysis of data. The study found out that teachers employ corporal punishment, teacher-parent contact and professional assistance in treating behavioural problems. It was recommended that future research on strategies for treating behavioural problems should select a larger and more

representative sample of Ghanaian teachers, which should also include psychologists, educators, teachers and students. This study is related to the present one in the sense that it deals with the strategies employed by teachers in dealing with behavioural problems. Apart from this, both studies utilized the survey research design with the questionnaire as main instrument. However, differences exist between the two studies in the aspect of scope and statistical methods employed to analyse data.

In a related study, Slobetz (1950) in Lindgren (1967) asked 290 teachers how they would handle such problems as the following: "May whispered at every opportunity", "Four boys were playing marbles for keeps"; "Eddie was careless and untidy in his work"; "Howard and Sam had a fight on the playground"; "Betty took a Nickel that didn't belong to her". A minority of the teachers gave responses that indicated some sort of punitive action. Of the group, 10 percent said they would use censure or criticism; 10 percent said they would use some sort of deprivation; 4 percent said they would require overtime or extra school work; 2 percent said they would require children to make amends; and the following responses each received the approval of 1 percent of the teachers-physical punishment, send or refer to the principal, and infliction of penalties. On the other hand, 26 percent said they would try to find reasons why the behaviour occurred. The study concluded that teachers were inclided to endorse non-punitive methods. This study is related to the present one in the areas of research design and the use of questionnaire as main instrument for gathering data. Apart from this, both studies assessed the strategies teachers employ in dealing with behavioural problems. However, both studies differ on type of sample.

In another study carried out by Alhassan (1990) on truancy which is one of the manifestations of behavioural problems. Specifically the study aimed at identifying the nature of non-attendance among pupils of day

secondary schools, the main causes and remedies for truancy among females and males in rural and urban day secondary schools of Kaduna State of Nigeria. A total of two hundred students made up of four groups from each of the two rural and two urban schools were chosen as sample for the study. The data collecting instruments used were separately designed questionnaires for the pupils and their teachers and the use of attendance records. Amongst the hypotheses tested were that: there will be no significant difference between fathers' illiteracy and truancy; no significant difference between mother' illiteracy and truancy. The statistical tools of chi-square test and probability estimates were used for analysis.

The study found out that parental illiteracy; poor teacher-pupil relationships and peer-group influence, amongst others, are significantly associated with truancy. It was recommended that: there is a need for the review of subjects at regular intervals; need to provide much needed infrastructure; and a need to employ suitable teachers among others. This study is related to the present one since they both deal with the same problem, although truancy itself is just one of the manifestations of behavioural problems. Despite this, both studies utilized the survey research design and data collecting instrument. The causes and remediation measures as enunciated in the study on truancy have direct relevance to this study in several aspects.

Alhassan (1997) carried out yet another study on illiteracy and truancy with implications for parents, teachers, and governments. The aim of the study was to investigate the relationship between parental illiteracy and truancy among urban and rural Day Secondary school pupils in Kaduna and Katsina States. Two hundred fifth year pupils made up of four groups of fifty from each school were involved in the study. The data collecting instruments were two types of questionnaires for the pupils and

their teachers as well as attendance level of the pupils determined from the class registers. Two of the three hypotheses tested showed significant association between parental illiteracy and truancy and low level of parental interest in the child's education and truancy. The second hypothesis has $X^2 = 6.05$ on 1df, $P=0.01$, third hypothesis showed $X^2 = 3.98$ on 1df, $P = 0.04$ while the first which showed a non significant association has $X^2 = 1.41$ on 1 df, $P = 0.23$. Based on the findings of the study, it was recommended that increased pressure to attend schools should be brought to bear directly on the child and through the parents; there should be close liason between school and parents which is vital so that further absence can be discovered at once and prompt and vigorous action taken among others. This study is related to the present on in the aspects of research design and data collecting instrument. Furthermore, the study served as a useful reference material for the present study.

Guernina (1997) carried out a related study based on a psychological study of health and development in adolescence. The main purpose of this study were to find out the impact of culture on the identification of adolescents' emotional and behaviour problems by teachers in Algeria and Britain and to evaluate teachers' attitudes of adolescence, emotional and behavioural problems in the classroom in Algeria and in Britain among others. Samples used were randomly selected from Algeria and Britain from the register of secondary school teachers. They were sent Wickman's rating scale. The rating was translated for the Algerian sample. The statistical method employed for the analysis and computation of data was descriptive statistics showing rank ordering of behaviour problems of students. The survey research design was equally adopted for the study. Result show that teachers' seem to view aggressive transgression against authority as the most serious problems and they rated as least important, behaviours that are related to

personality development. Result also show that there are differences among teachers in defining adolescents' problem in the two countries studied due to cultural variables. It was concluded that in the examination of teachers' attitudes towards adolescents' behaviour problems in Algeria and Britain, have been based on the notion that, interval and external factors in the school might play a potent role in determining teachers attitudes. It was noted that not only personal experiences affect the formation of attitudes; but perceptions of both institutions and general policies in the educational system are important. This study is related to the present one in that it was specifically devoted to teachers' attitude toward adolescents' behaviour problems. Both studies are equally related in the areas of type of samples, research design (which is survey) and instrument for collecting data (which is the questionnaire). However, both studies differ in terms of objective and statistical method for the elucidation of data.

One other study that is related to the present one was carried out by Nzotta and Modo (1996). The study centres around the problem of maladjustment and the survival of university education in Nigeria. It was an exploratory study. The aim of the study was to investigate the severity of maladjustment behaviour amongst undergraduates in the University of Uyo. The University of Uyo students constitute the population of the study. A sample size of 260 students were drawn by means of simple random sampling. Three research questions were formulated to guide the study thus: What are the prevalent symptoms of maladjustment among Nigerian University student? What is the severity of these symptoms of maladjustment?; and what is the relevance of counselling to maladjustment, for the survival of university education. The instrument for data collection was structured questionnaire whose face and content validity were ascertained from educational psychologists

and guidance and counselling experts. Simple percentages and rank ordering were the statistical methods used to elucidate data. Findings point to the fact that there is a high level of maladjustment amongst university students with examination malpractice ranking highest. The study concludes that there is a compelling need to implement a carefully planned and systematic counselling service in the University for the proper adjustment of the students. This study is related to the present one in that it concerns maladjustment among students and its remedy. According to Nzotta and Modo (1996:80), "maladjustment is a condition that gives rise to the exhibition of problem behaviour, which is a kind of behaviour that creates difficulties". Both studies utilized the survey research design and instrument for gathering data (questionnaire). However, this study differ from the present one in the aspects of sample type and objectives. The study used university students as sample while the present study used secondary school teachers. The objective of the study was to investigate the severity of maladjustment behaviour; while the present study has as its objective the assessment of strategies for treating behavioural problems. Literature, results and recommendation form this study are very relevant to the present study.

In their study on the influence of punishment as a strategy for dealing with inappropriate behaviour in the classroom by teachers Kounin and Gump (1961) in Lindgren (1967) asked the principals and assistant principals of elementary schools to indicate the first-grade teachers whom they believed to be the most punitive and least punitive in their schools. Kounin and Gump found out that punitive teachers were more likely to be characterized by their principals along these lines: threatens children with consequences that really hurt; makes threats that imply sharp dislike and readiness to punish. Non punitive teachers were more likely to be described as "does not punish" and "does not threaten". Kounin and

Gump also interviewed children from the classrooms of more punitive and less punitive teachers by asking the children to say what they thought was the "worst thing to do in school" and to indicate why they thought it was so bad. Judging from the replies, it appeared that the children from the more punitive classrooms showed a great deal of more hostility and aggressiveness were unsettled and confused about behaviour standards, and were less concerned with hearing other positive types of school activities. The study concluded that children with punitive teachers are more likely to mistrust the school than the children with non-punitive teachers. Children whose teachers were non punitive are thus better able to identify themselves with the school, to accept its values, and to adopt them as their own. This study is related to the present one since it deals with the effects of punishment as a strategy in dealing with behavioural problems by teachers. This study therefore reveals the unpopularity of the strategy among school administrators and students.

Gump and Kounin (1957) in Lindgren (1967) also undertook and a study on the effects of teachers' method of controlling misconduct upon kindergarten children who were looking on when teachers corrected other children for misbehaviour. The behaviour of the teacher was classified in one of three categories: clarity (the use of such statement as "Don't hit others". "We don't do that in Kindergerten", and "Fold your hands and look at me"); firmness (actions indicating "mean it", such as approaching, touching or guiding the child, or being emphatic in speech or gesture); or roughness (angry .words or looks, over-firm handling of child). The observers noticed that teachers' behaviour characterized by clarity helped to reduce misbehaviour on the part of on-looking children, but that firmness was less helpful. When correction was characterized by roughness, however, it tended to encourage an increase in misbehaviour on the part of the observing children. The research is particularly

significant because the result run counter to what would be ordinarily expected - that is, most teachers would expect that the more severe the reprimand, the greater the impression on the on-looking children. It is quite possible that roughness on the part of teachers had a disturbing effect on children and upset them to the point at which they were unable to exercise ordinary controls over their behaviour, or perhaps children tended to identify with the offending child. Thus the study also provide a strong argument for the administration of reprimand in private which is one of the strategies for dealing with behavioural problems under consideration.

Furthermore, Mallam (1993) carried out a related study to the present one. It concerns the assessment of the effectiveness of the Behaviour Modification Technique used in treating juvenile delinquents in Borstal Training Institute, Kaduna. Specifically, the objective of the study was to find out the effect of the Behaviour Modification Technique delinquents. A total of six inmates made up the sample. Three of the sample inmates were new arrivals and the other three were graduands. According to the study, all of them were taken to the Borstal Training Institute on grounds of habitual stealing. The quasi-experimental research design was adopted for the study. Also, questionnaire, observation and interview were used as instruments to gather data. The hypothesis raised was that there is no significant difference between the effect of the observed behaviour modification technique and what is expected. Findings show that the Behaviour Modification Technique have effect on the delinquents. Therefore, the hypothesis was retained. It was observed that on graduation, no attempts are made by the Institution to find out how any of the ex-inmates cope with life outside the Institute. This study is related to the present one in the sense that they both look into the effectiveness of strategies in dealing with inappropriate behaviour.

2.7 Summary:

Behavioural problems constitute a great obstacle to teaching and learning. They create difficulties for teachers and make the psycho-social environment unbearable for all parties concerned.

In the foregoing literature, attempts were made to look into the causes, types and strategies for dealing with behavioural problems. There are several causes of behavioural problems such as: conflict, conformity, family background, peer group pressure, anxiety, shyness, rebelliousness of adolescents, gender factor, personality/Neurological and cognitive abnormalities, and situational or sociological influence. Strategies for dealing with behavioural problems such as: teachers' methods including help seeking counselling, school authority assistance, punishment, the Behaviour Modification Technique, effective communication and modeling were fully discussed. In dealing with behavioural problems, teachers are at the centre of it all. Although much problem behaviour calls for special consultation or referral; teachers, nevertheless, need to develop some understanding of it, because the problem child usually remain in the classroom even while treatment is going on. Furthermore, teachers should be aware of the relationship between behavioural problem and learning problems, as well as of the forces and factors in the school that create or aggravate emotional problems. Although, students who display severe problems constitute only a small percentage of the total school population, they exert a distablising force far beyond their numbers.

From the previous studies reviewed, the role of teacher-parent interaction was highlighted. It was equally noted that punishment does not often produce the desired results. Even when reprimands are to be used, it should be done in private because of the negative effect it has on children watching. Finally, it was noted that the school curriculum should be made relevant.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main purpose of this chapter is to describe and discuss the design and procedure of the study. To this end, attempt is made to describe the research methodology, the population and the sample used. A description of the instrument used for data collection as well as a discussion of the validity and reliability of the instrument were made. Also discussed in this chapter are the procedure for the administration of the instrument, statistical analysis and limitations of the study.

3.2 Research Method

The research method adopted for this study is basically the survey method. This method involves gathering data about the target population from a sample and generalizing the findings obtained from an analysis of the sample to the entire population (Afolabi, 1993).

3.3 Population of the Study

The target population for the study consisted of all teachers in the selected private and public secondary schools in Kaduna metropolis.

The rationale behind restricting the population to teachers in these selected schools is because the responsibility of establishing a teaching-learning climate within the school is predominantly teachers' (Owusu and Manger, 1996). Therefore, teachers will be able to give or present adequate view of their effectiveness in the selection of strategies for treating behavioural problems which they have adopted for several years.

The number of registered private and public schools in Kaduna metropolis is 51. It was not possible to include in the study, all the teachers in the registered schools. Therefore, for the selection of the sample of schools from the number of registered private and public schools, the required sample size of 16 schools was selected using Table One - Thousand Random Digits. The selected schools comprised of eight private and eight public representing roughly one third of the registered schools in Kaduna metropolis.

The selected private and public secondary schools and the population of the schools as obtained in the Post Primary schools Record of Registered schools of the Kaduna State Ministry of Education in 1999 are as follows:

Table 3.3.1 Selected Private and public schools and population of teachers in 1999.

S/No	Name of School	Private	Public	No. of Female Teachers	No of Male Teachers	Total
1.	G.G.S Independence Way		Public	50	28	78
2.	G.G.S.S. Doka		Public	30	20	50
3.	G.G.S.S. Tudun Wada		Public	32	49	81
4.	Rimi College, Ungwa Rimi		Public	36	44	80
5.	G.S.S. Kakuri		Public	61	21	82
6.	S.M.C, Kaduna		Public	49	63	112
7.	G.S.S. Sabon Tasha		Public	67	41	108
8.	G.S.S. Kawo		Public	37	49	86
9.	Wilson College, Kakuri	Private		7	39	46
10.	Trinity College Int. Sch Barnawa	Private		11	12	23
11.	Chalawa Int. Sch. Barnawa	Private		60	28	88
12.	Christ Ambassadors College, Sabo	Private		25	50	75
13.	Our Lady of Fatima Sec. Sch. Ungwa Boro	Private		13	21	34
14.	Jinie College, Barnawa	Private		16	21	37
15.	Victory Sec. Sch Television	Private		8	14	22
16.	Duency Sec. Sch. Ungwa Pama	Private		42	44	86
	TOTAL			511	577	1088

The target population of teachers in the study from the 16 selected schools therefore stood at 1088.

3.4 Sample Size

To determine the sample size, the Krejcie and Morgan (1970) formula was adopted. Out of a population of 1088 teachers in the selected schools, 285 were taken. The researcher, through stratified random sampling, selected a proportional sample of teachers from each of the private and public schools to reflect the true distribution of the teachers according to their location and size in Kaduna metropolis. Simple random sampling technique was then applied to select the respondents from each school. In this case, the Hat Drawn method was used to select the respondents in order to give every member of the population of teachers in each school a chance of being selected. Pieces of papers were numbered and dropped in a can. Those who picked odd numbers up to the number of teachers required in each school, were selected for the study.

The sample size of 285 and the number of teachers selected in each school are presented as follows:

Table 3.4.1 Selection of a stratified sample of respondents from a population of 1088 teachers in 16 private and public schools in Kaduna metropolis.

S/NO	Name of School	No of Teachers	Percentage (%)	No of Sample
1.	G.G.S.S Independence Way	78	7	20
2.	G.G.S.S. Doka	50	5	13
3.	G.G.S.S. Tudun Wada	81	7	21
4.	Rimi College, Ungwa Rimi	80	7	21
5.	G.S.S Kakuri	82	8	22
6.	S.M.C, Kaduna	112	10	29
7.	G.S.S. Sabon Tasha	108	10	28
8.	G.S.S. Kawo	86	8	23
9.	Wilson College, Kakuri	46	4	12
10.	Trinity College Int. Sch. Barnawa	23	2	06
11.	Challawa Int. Sch Barnawa	88	8	23
12.	Christ Ambassadors College, Sabo	75	7	20
13.	Our Lady of Fatima Sec. Sch Ungwa Boro	34	3	09
14.	Jinie College, Barnawa	37	3	10
15.	Victory Sec. Sch. Television	22	2	06
16.	Quency Sec. Sch. Ungwa Pama	86	8	22
	TOTAL	1088	100	285

The table above shows the sample size and the number of sample selected in each school.

3.5 Instrumentation

The instrument used for data collection in the study, is the questionnaire. The instrument is known as Treatment for Behavioural Problem Inventory (T.B.P.I) developed by the researcher. (See Appendix 1). The design of the T.B.P.I is clustered around seven sections viz:

(a) Personal data such as type of school, years of teaching experience and sex;
(b) Communication;
(c) Corporal punishment;
(d) Suspension from classroom;
(e) Punishment (Extra class exercise and manual labour);
(f) Help seeking;
(g) Behaviour Modification Technique; and
(h) Rating of most suitable Strategies

Section A contains two close ended questions and one open ended question. These will require the respondents to tick their type of school and sex; while they will also fill their years of teaching experience. Sections B to G are designed on a Linkert - type five point scale based on responses of respondents such as; strongly agree, agree, undecided, disagree and strongly disagree. In scoring the items related to each of the Linkert - type five point scale, respondents will have a possible total score ranging from 5 to 1 which will represent a respondents opinion. Generally, the higher the scores, the more influenced the respondent is by the scale. Respondents will be required to tick against a response that is applicable to them. Section h deals with the rating of the most suitable strategies. In all, the instrument is a 56 item questionnaire.

3.5.1 Validity

Content validity is one of the several types of validity, which deals with

content measurement. A measuring instrument is valid only when it measure truly and accurately what it intends to measure. The researcher obtained the agreement of seven experts on whether the items are well structured in line with the hypotheses and whether they will elicit the required information. Experts in this case, are persons who possess thorough knowledge and a high degree of competence in the areas of adolescent and educational psychology. The T.B.P.I. was given to experts in the Educational Psychology Section and others in the Department, of Education, Ahmadu Bello University, Zaria for validation. This decision by the researcher to employ experts is based on the remark of Kerlinger (1973) that validation by others is an effective method for content validation of research instrument.

3.5.2 **Reliability**

To obtain reliability for factual questions, Oppenheim (1966) notes that, "internal checks in the forms of logical tests in the questionnaire should be included." A number of questions were built into the T.B.P.I to give a clue to the respondents' consistency of responses.

A pilot study was carried out with 32 respondents in Command College and Finpat International School in Kaduna to pre-test and obtain the efficacy of the T.B.P.I to consistently measure what it intends to measure. The 32 respondents did not form part of the main investigation.

The respondents were requested to indicate their response to each statement by ticking one of the alternative responses built on the Likert - type five point scale in sections B to G. This is to ensure that individual opinions about teachers' effectiveness with regard to the strategies they select for treating behavioural problems, are adequately expressed. The researcher distributed the T.B.P.I to the respondents after obtaining the permission of the principal and the commandant of the two schools. The

respondents were given five days to fill the questionnaire. Within this period, the researcher went round to check if the respondents had any problem or question. The responses of the test were scored and the split half reliability was used to determine the result of the pilot study which is r = 0.94 (see appendix II).

3.6 Procedure for the Administration of the Instrument

The T.B.P.I was aimed at gathering information on teachers effectiveness in the selection of strategies for treating behavioural problems. In preparing the instrument, the researcher designed and framed the items in simple terms in order to make it easy for the respondents to interprete and fill appropriately. The 55 items in the instrument were contained in 3 pages in order to eliminate frustration on the part of respondents that might lead to its abandornment.

Two letters were prepared to accompany the instrument. One set of letters was addressed to the principals of the institutions selected for the study (see appendix III). The purpose of this letter was to seek permission from the authorities to enable the researcher carry out the study in their institutions. The letter was also designed to seek the cooperation of the authorities because they are in a position to impress on the teachers to fill the questionnaire. More also, it will be easy to coordinate the administration and collection of the questionnaire with the help of the authorities. The other letter that was prepared and attached to the instrument was addressed to the respondents (see appendix IV). This was meant to introduce the researcher to the respondents and to state the purpose and significance of the study to the respondents.

In the administration of the instrument, the researcher first went to the principals with the letters of permission addressed to them. After obtaining their permission, the principals assigned some teachers and at

times their vice principals to assist in the coordination, distribution and collection of the duly filled questionnaire as requested by the researcher. In some schools, the assigned teachers were instructed to report back to the principals on the success of the administration of the questionnaire.

On the part of the respondents, after introducing myself and giving them letters explaining my mission, the simple random sampling technique in form of the Hat Drawn method to select the required number of respondents was adopted. In each school, teachers who picked the odd numbers upto the number required were selected as respondents for the study. the researcher relied heavily on the cooperation of the respondents. The distribution of the instrument to the respondents in each school was done with the help of the teachers assigned to me by the Principals to coordinate the exercise. Duly filled questionnaire were given to the coordinating teachers who kept them for me. The respondents were given five days within which to fill and return the questionnaire. This period enabled the respondents to reflect on the instrument in order to fill them properly. During this period also, the researcher went round regularly to explain any aspect of the instrument that proved difficult to the respondents. The collection of the duly filled questionnaire from the coordinating teachers in each school was a huge success after which the researcher thanked them.

The questionnaire as an instrument for collecting data in the study proved useful because respondents, are literate; this made it possible for them to read and fill it. Apart from this, the respondents were able to make their choice freely due to the time given to them. More also, the questionnaire helped in establishing the findings of the study and information gathered were easily computed into statistical data for the purpose of analysis.

3.7 Procedure for Statistical Analysis

The study made use of a number of statistical techniques to help in the organisation, analysis and interpretation of the data. The statistical techniques are summarised as follows:

(a) Frequency counts and percentages were used to determine responses on the personal data asked. Tables were used to summarise the frequencies.

(b) The Pearson Product Moment Correlation Coefficient (PPMr) was used to determine the reliability of the instrument resulting from the pilot study.

(c) The T Distribution was used with the aid of a computer using the statistical package for Social Sciences (S.P.S.S) in analysing data in order to test the null hypotheses in the study.

(d) T Distribution was also used with the aid of a computer using the statistical package for social sciences (S.P.S.S) in analysing data in order to test the null hypothesis on the differences, between means of private and public school teachers.

(e) Frequency Tabulation was used for the organisation of scores to show the distribution of population and sample size of the selected schools in the study. Percentages were used to show relative frequency distribution of the sample.

(f) Cross tabulation was used for scores to determine responses of the two groups of respondents on the strategy to decide either rejecting or not rejecting the null hypotheses. Best (1981) suggested that in educational circles, the 5 percent (0.05) alpha level of significance is often used as a standard for rejection or acceptance.

(g) Mann-Whitney U Test was used to test the null hypothesis on the most suitable strategies using the SPSS Computer

3.8 Limitations of the Study

The study is limited by the ability of the respondents to accurately interprete and fill the questionnaire in order to have a reliable data.

Another limitation of the study is that, the result of the study is only limited to Kaduna metropolis. This means in effect that the result cannot be generalised to cover the whole of Kaduna State or other areas in Nigeria.

Lastly, the study made use of the survey method of research with questionnaire as instrument for data collection. Since the study concerns the effect of teachers strategies on behavioural changes, in students; the issue is whether this instrument and method used will in the study yield the same result like other methods such as ex-post facto research design or quasi experimental research design and observation method.

Despite these limitations, the result of the study can still be relied upon especially when the reliability of the instrument and the category of respondents are taken into consideration.

3.9 Summary

The study is a survey research that was carried out in sixteen private and public secondary schools in Kaduna metropolis. The Table One - Thousand Random digits was used in the selection of the 16 schools from a list of 51. Teachers in the affected schools make up the population of the study of 1088. The sample size of 285 respondents was determined using the Krejcie and Morgan (1970) formula. Simple random sampling technique was used in the selection of the sample in the selected schools. Apart from this, the stratified random sampling was used to determine a proportional sample for each school selected. The instrument for the study is known as Treatment for Behavioural Problem Inventory (T.B.P.I). Experts in educational psychology validated the instrument. A pilot study

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was carried out to determine the reliability of the instrument which is $r = 0.9434$. The administration of the instrument in the selected schools was successful. Statistical techniques such as frequency tables, percentages, cross tabulation on the Pearson Product Moment Correlation Coefficient (P.P.M.r), t test and the Mann-Whitney U test were used to analyse data. Limitations in the study include the ability of the respondents to accurately interprete and fill the questionnaire, limitation of the findings to Kaduna metropolis and whether the method and instrument used will yield the desired result.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of data obtained for the study. Cross tabulation and percentages were used to present the personal data of respondents and item analysis on responses of respondents. While two-tailed t-test and the Mann Whitney U Test were used to test the null hypotheses. A total of 367 questionnaire were distributed to the respondents. 291 were returned. Out of this number, 6 were found unusable due to wrong filling. Therefore, the number of respondents in the study is 285. Table 4.1.1 below shows the distribution of respondents and percentages by type of school.

Table 4.1.1 Crosstabulation on Distribution of Respondents by type of school.

Variables	No. of Questionnaire Administered	No. of Questionnaire Returned	No. of Questionnaire found usable	Percentage %
Private	150	115	113	39.6
Public	217	176	172	60.4
Total	367	291	285	100

From the table above, the number of respondents in the private school is 113 (39.6%). While that of the public schools is 172 (60.4%). This result shows that the number of respondents from public schools is higher than that of the private schools.

4.2 **Personal Data**

(a) Years of Teaching Experience:

Crosstabulation and percentages were used to determine the frequency distribution of respondents based on years of teaching experience. Table 4.2.1 shows the distribution of respondents according to years of teaching experience:

Table 4.2.1 Crosstabulation on Years of Teaching Experience

Variables	1-5yrs	6-10yrs	11 15yrs	16-20yrs	21-25yrs	26-30yrs	31-35yrs	Row Total
Private	48 42.5%	37 32.7%	17 15%	7 6.2%	3 2.7%	0 0%	1 .9%	113 39.6%
Public	37 21.5%	43 25%	55 32%	23 13.4%	10 5.8%	4 2.3	0 0%	172 60.4%
Column Total	85 29.8%	80 28.1%	72 25.3%	30 10.5%	13 4.6%	4 1.4%	1 -4%	285 100%

From the above table, the result shows that the respondent with 1-5 years of teaching experience account for 85 (29.8%). Another 6-10 years account for 80 (28.1%) and while, 11-15 years account for 72 (25.3%). Others are, 16-20 years 30(10.5%), 26-30 years 4(1.4%) and 31-35 years 1(.4%). The result further shows that the respondents with 1 - 15 years of teaching experience constitute the greater number of 237 (83.2%). While those with 16 - 35 years constitute a lower number of 48 (16.85). With the years of teaching experience, it is hoped that respondents were able to determine teachers' effectiveness in the selection of strategies for treating behaviour problems.

4.3 Item Analysis on the Responses Between the Two Groups of Private and Public School Teachers.

Communication:

Crosstabulation and percentages were used to determine the responses of the two groups of teachers on teachers' effectiveness in the selection of communication for treating behavioural problems. Table 4.3.1 below shows the responses of the two groups based on this strategy.

Table 4.3.1 Crosstabulation between Private and Public School Teachers on Communication

S/NO	Variables	School type	Frequency Index				
			SD	D	U	A	SA
1.	Provision of Information to parents aids treatment of behavioural problems.	1	1 .9%	3 2.7%	1 .9%	54 47.8%	54 47.8%
		2	0 0%	3 1.7%	4 2.3%	107 62.2%	58 33.7%
2.	Parents Cooperation with teachers aids treatment of behavioural problems	1	0 0%	2 1.8%	2 1.8%	27 23.9%	82 72.6%
		2	2 1.2%	3 1.7%	8 4.7%	78 45.3%	81 47.1%
3.	Intervention of PTA enhances Treatment of behavioural problems.	1	1 .9%	8 7.1%	9 8.0%	65 57.5%	30 26.5%
		2	3 1.7%	8 4.7%	16 9.3%	90 52.3%	55 32%
4.	Orientation aids in treating behavioural problems	1	1 .9%	1 .9%	5 4.4%	60 53.1%	46 40.7%
		2	2 1.2%	8 4.7%	7 4.1%	72 41.9%	83 48.3%
5.	Sensitizing students terminates inappropriate behaviour	1	6 5.3%	21 18.6%	19 16.8%	56 49.6%	11 9.7%
		2	4 2.3%	33 19.2%	28 16.3%	79 45.9%	28 16.3%
6.	Highlighting positive effect encourages appropriate behaviour	1	2 1.8%	8 7.1%	9 8%	64 56.6%	30 26.5%
		2	3 1.7%	14 18.1%	9 5.2%	105 61%	41 23.8%

7.	Emphasis on personality shapes behaviour	1	1 .9%	2 1.8%	11 9.7%	75 66.4%	24 21.2%
		2	4 2.3	21 12.2	20 11.6	92 53.5%	35 20.3%
8.	Interaction with students removes difficulties that create behavioural problems	1	1 .9%	4 3.5%	9 8%	51 45.1%	48 42.5%
		2	4 2.3%	14 8.1%	8 4.7%	87 50.6%	59 34.3%
9.	Effective teachers' communication skills reduce problems	1	1 .9%	10 8.8%	10 8.8%	62 54.9%	30 26.5%
		2	7 4.1%	15 8.7%	8 4.7%	83 48.3%	59 34.3%
10.	Changes in behaviour comes through constant Communication among students, teachers and parents.	1	0 0%	1 .9%	9 8%	58 51.3%	45 39.8%
		2	2 1.2%	7 4.1%	7 4.1%	87 50.6%	69 40.1%
11.	Teachers are effective using communication in treating behavioural problems.	1	3 2.7%	15 13.3%	6 5.3%	66 58.4%	23 20.4%
		2	6 3.5%	16 9.3%	18 10.5%	104 60.5%	28 16.3%

Key: SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly A 1 = Private School 2 = Public School N_1 = 113 N_2 = 172.

From the above table, result show the following: On item 1, 273(95.8%) of the respondents agreed that provision of information to parents aids treatment of behavioural problems. 5(1.8%) were undecided, while 7(2.5%) disagreed.

On item 2, 268(94%) of the respondents agreed that parents cooperation with teachers aids in the treatment of behavioural problems. 10(3.5%) were undecided, while 7(2.5%) disagreed.

On item 3, 240 (84.2%) of the respondents agreed that in intervention of P.T.A enhance treatment of behavioural problems. 25(8.8%) were undecided; while 20 (7%) disagreed.

On item 4, 261(91.6%) of the respondents agreed that orientation aids in the treatment of behavioural problems. 12(4.2%) were undecided, while 12(4.2%) disagreed.

On item 5, 174(61.1%) of the respondents agreed that sensitizing students on the consequences of unwanted behaviour, terminates the behaviour. 47(16.5%) were undecided; while 64(22.5%) disagreed.

On item 6, 240(84.2%) of the respondents agreed that highlighting positive effect of appropriate behaviour, encourages the behaviour. However, 18(6.3%) were undecided; while 27(9.5%) disagreed.

On item 7, 226(79.3%) of the respondents agreed that emphasis on personality shapes behaviour. 31(10.9%) were undecided; while 28(9.8%) disagreed.

On item 8, 245(86%) of the respondents agreed that interaction with students removes difficulties that creates behavioural problems. 17(6%) were undecided, while 23(8%) disagreed.

On item 9, 234(82%) of the respondents agreed that effective teachers' communication skills can reduce behavioural problems. However, 18(6.3%) were undecided; while 33(11.6%) disagreed.

On item 10, 259(90.9%) of the respondents agreed that changes in behavioural comes through constant communication among students, teachers and parents. 16(5.6%) were undecided; while 10(3.5%) disagreed.

On item 11, 221(77.5%) of the respondents agreed that teachers are effective using communication intreating behavioural problems. 24(8.4%) were undecided; while 40(14%) disagreed.

The result generally shows on all the items above that communication enhances teachers' effectiveness in treating behavioural problems.

Corporal punishment: Crosstabulation and percentages were used to determine the responses of the two groups on teachers' effectiveness in the use of corporal punishment for treating behavioural problems. Table 4.3.2 below shows the responses of the two groups of respondents based on this strategy:

Table 4.3.2: Crosstabulation between Private and Public School Teachers on Corporal punishment

S/NO	Variables	School type	Frequency Index				
			SD	D	U	A	SA
1.	Students are given Corporal punishment in the treatment of behavioural problems.	1	14 12.4%	30 26.5%	13 11.5%	45 39.8%	11 9.7%
		2	13 7.6%	42 24.4%	15 8.7%	85 49.4%	17 9.9%
2.	Corporal Punishment is suitable for severe behavioural problems.	1	13 11.5%	32 28.3%	10 8.8%	36 31.9%	22 19.5%
		2	15 8.7%	47 27.3%	22 12.8%	59 34.3%	29 16.9%
3.	Behavioural changes come after lashes	1	13 11.5%	35 31%	20 17.7%	36 31.9%	9 8%
		2	20 11.6%	55 32%	33 19.2%	52 30.2%	12 7%
4.	Behavioural changes come after fagging	1	9 8%	30 26.5%	29 25.7%	38 33.6%	7 6.2%
		2	19 11%	47 27.3%	30 17.4%	69 40.1%	7 4.1%
5.	Threats of corporal punishment bring behavioural changes	1	8 7.1%	27 23.9%	17 15%	50 44.2%	11 9.7%
		2	15 8.7%	37 21.5%	22 12.8%	79 45.9%	19 11%
6.	Teachers who give corporal punishment have better control of students	1	18 15.9%	31 27.4%	19 16.8%	28 24.8%	17 15%
		2	18 10.5%	60 34.9%	20 11.6%	48 27.9%	26 15.1%
7.	Corporal punishment as last resort terminates behavioural problems	1	18 15.9%	40 35.4%	23 20.4%	27 23.9%	5 4.4%
		2	16 9.3	64 37.2	34 19.8%	46 26.7%	12 7%
8.	Teachers are effective using Corporal punishment for behavioural problems.	1	13 11.5%	42 37.2	20 17.7%	32 28.3%	6 5.3%
		2	22 12.8%	72 41.9%	19 11%	51 29.7%	8 4.7%

Key: SD = Strongly agree D = Disagree U = Undecided A = Agree SA = Strongly Agree 1 = Private School 2 = Public School N1 = 113 N2 = 172

From the above table, results show the following:

On item 1, 158(55.4%) of the respondent agreed that students are given corporal punishment in the treatment of behavioural problems. However, 28(9.8%) were undecided; while 99(34.7%) disagreed.

On item 2, 146(51.2%) of the respondents agreed that corporal punishment is suitable for severe behavioural problems. 32(11.2%) were undecided; while 107(37.5%) disagreed.

On item 3, 109(38.2%) of the respondents agreed that behavioural changes in students comes after been given lashes. 53(18.6%) were undecided; while 123(43.2%) disagreed.

On item 4, 121(42.5%) of the respondents agreed that behavioural changes in students comes after fagging. 59(20.7%) were undecided; while 105(36.8%) disagreed.

On item 5, 159(55.8%) of the respondents agreed that threats of corporal punishment brings behavioral changes. 39(13.7%) were undecided; while 87(30.5%) disagreed.

On item 6, 119(41.8%) of the respondents agreed that teacher who give corporal punishment have better control of students. 39(13.7%) were undecided, while 127(44.6%) disagreed.

On item 7, 90(31.6%) of the respondents agreed that corporal punishment as last resort terminates behavioural problems. 57(20%) were undecided while 138(48.4%) disagreed.

On item 8, 97(34%) of the respondents agreed that teachers are effective using corporal punishment for treating behavioural problems. However, 39(13.7%) were undecided; while 149(52.3%) disagreed.

The results in the table above indicate that corporal punishment does not enhance teachers' effectiveness in treating behavioural problems.

Suspension from Classroom: Crosstabulation and percentages were used to determine the responses of the two groups of teachers on teachers'

effectiveness in the selection of suspension from classroom for treating behavioural problems. Table 4.3.3 below shows the responses of the two groups of respondents based on this strategy:

Table 4.3.3: Cross Tabulation between Private and Public School Teachers on Suspension from Classroom

S/NO	Variables	School type	Frequency Index				
			SD	D	U	A	SA
1.	Problem students are suspended from classroom	1	5 4.4%	29 25.7%	19 16.8%	52 46%	8 7.1%
		2	6 3.5%	25 14.5%	15 8.7%	106 61.6%	20 11.6%
2.	Students recalled from suspension are seen	1	3 2.7%	9 8%	38 33.6%	58 51.3%	5 4.4%
		2	3 1.7%	19 11%	48 27.9%	89 51.7%	13 7.6%
3.	Students are willing/eager to return to class after suspension	1	1 .9%	5 4.4%	24 21.2%	69 61.1%	14 12.4%
		2	2 1.2%	25 14.5%	23 13.4%	97 56.4%	25 14.5%
4.	Traces of problems not found in students when recalled from suspension	1	5 4.4%	29 25.7%	37 32.7%	40 35.4%	2 1.8%
		2	7 4.1%	49 28.5%	51 29.7%	56 32.6%	9 5.2%
5.	Threats of Suspension results in behavioural changes	1	1 .9%	21 18.6%	21 18.6%	58 51.3%	12 10.6%
		2	2 1.2%	25 14.5%	22 12.8%	105 61%	18 10.5%
6.	Teachers effective applying suspension	1	4 3.5%	26 23%	38 33.6%	38 33.6%	7 6.2%
		2	9 5.2%	35 20.3%	37 21.5%	77 44.8%	14 8.1%

Key: SD = Strong Disagree D = Disagree U = Undecided A = Agree SA = Strong Agree.

I = Private School 2 = Public School. NI = 113 N2 =172

From the above table, results show the following: On item 1, 186(65.3%) of the respondents agreed that problem students are suspended from classroom. 34(11.9%) were undecided; while 65(22.8%) disagreed.

On item 2, 165(57.9%) of the respondent, agreed that students recalled from suspension are seen. 86(30.2%) were undecided; while 34(11.9%) disagreed.

On item 3, 205(71.92%) of the respondents, agreed that students are willing and eager to return to class after suspension. 47(16.5%) of the respondents were undecided; while 33(11.6%) disagreed.

On item 4, 107(37.5%) of the respondents, agreed that traces of behavioural problems are not found in students when recalled from suspension. 88(30.9%) were undecided; while 90(31.6%) disagreed.

On item 5, 193(67.7%) of the respondents, agreed that threats of suspension from classroom results in behavioural changes. 43(15.08%) were undecided; while 49(17.2%) disagreed.

On item 6, 136(47.7%) of the respondents, agreed that teachers are effective applying suspension in treating behavioural problems. 75(26.3%) were undecided; while 74(25.9%) disagreed.

The results from the above show that suspending students from classroom for behavioural problem is not reliable in terms of effectiveness.

Punishment (Extra Class Exercise and Manual Labour): Crosstabulation and percentages were used to determine the responses of respondents on teachers' effectiveness in the selection of punishment (extra class exercise and manual labour for treating behavioural problems.

Table 4.3.4 below shows the responses of the two groups of respondents based on this strategy.

Table 4.3.4: Crosstabulation between Private and Public School Teachers on Punishment (Extra Class Exercise and Manual Labour)

	Variables	Type of School	Frequency Index				
			SD	D	U	A	SA
1.	Extra class exercise is given to problem students	1	10 8.8%	30 26.5%	16 14.2%	49 43.4%	8 7.1%
		2	18 10.5%	37 21.5%	22 12.8%	80 46.5%	15 8.7%
2.	Students are given manual labour for behavioural problems	1	4 3.5%	10 8.8%	17 15%	64 56.6%	18 15.9%
		2	2 1.2%	24 14%	23 13.4%	98 57%	25 14.5%
3.	Additional assignments given aid treatment of behavioural problems	1	14 12.4%	31 27.4%	19 16.8%	44 38.9%	5 4.4%
		2	8 4.7%	37 21.5%	33 19.2%	78 45.3%	16 9.3%
4.	Threats of additional assignments restrains students' behaviour	1	8 7.1%	34 30.1%	28 24.8%	37 32.7%	6 5.3%
		2	6 3.5%	44 25.6%	37 21.5%	67 39%	18 10.5%
5.	Appropriate application of additional assignments enhance appropriate behaviour	1	4 3.5%	27 23.9%	18 15.9%	53 46.9%	11 9.7%
		2	2 1.2%	23 13.4%	33 19.2%	93 54.1%	21 12.2%
6	Behavioural changes comes after manual labour	1	3 2.7%	16 14.2%	30 26.5%	52 46%	12 10.6%
		2	2 1.2%	31 18%	38 22.1	89 51.7%	12 7%
7.	Threats of manual labour restrains students' behaviour	1	1 .9%	13 11.5%	24 21.2%	65 57.5%	10 8.8%
		2	3 1.7%	27 15.7%	26 15.1%	96 55.8%	20 11.6%
8.	Appropriate application of manual labour leads to behavioural changes	1	1 .9%	10 8.8%	19 16.8%	68 60.2%	15 13.3%
		2	2 1.2%	18 10.5%	23 13.4%	100 58.1%	29 16.9%
9.	Teachers effective with extra class exercise/manual labour	1	8 7.1%	28 24.8%	20 17.7%	48 42.5%	9 8%
		2	9 5.2%	30 17.4%	42 24.4%	76 44.2%	15 8.7%

Key: SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly agree 1 = Private Schools 2 = Public Schools. N1 = 113 N2 = 172

From the above table, results show the following: On item 1, 152(53.3%) of the respondents, agreed that extra class exercise is given to problem students. 38(13.3%) were undecided; while 95(33.3%) disagreed.

On item 2, 205(71.9%) of the respondents, agreed that students are given manual labour for behavioural problems. 40(14%) were undecided; while 40(14%) were undecided; while 40(14%) disagreed.

On item 3, 143(50.2%) of the respondents, agreed that additional assignments given to students aid in the treatment of behavioural problems. 52(18.2%) were undecided; while 90(31.6%) disagreed.

On item 4, 128(44.9%) of the respondents agreed that threats of additional assignments restrain students behaviour. 65(22.8%) were undecided; while 92(32.3%) disagreed.

On item 5, 178(62.5%) of the respondents agreed that appropriate application of additional assignments enhance appropriate behaviour. 51(17.9%) were undecided; while 56(19.6%) disagreed.

On item 6, 165(57.9%) of the respondents agreed that behavioural changes come after manual labour. 68(23.9%) were undecided; while 52(18.2%) disagreed.

On item 7, 191(67%) of the respondents agreed threats of been given manual labour restrains students behaviour. 50(17.5%) were undecided; while 44(15.4%) disagreed.

On item 8, 212(74.4%) of the respondents agreed that appropriate application of manual labour leads to behavioural changes. 42(14.7%) were undecided; while 31(10.9) disagreed.

On item 9, 148(51.9%) of the respondents agreed that teachers are effective in treating behavioural problems by using extra class exercise/manual labour. 62(21.8%) were undecided; while 75(26.3%) disagreed.

The results from the table above shows that although a good number of the respondents agreed that extra class exercise/manual labour can enhance teachers in treating behavioural problem, it is not all that effective and reliable at least going by the general responses of the respondents.

Help seeking: Crosstabulation and percentages were used to determine the responses of respondents on teachers' effectiveness in the selection of help seeding as a strategy for treating behavioural problems. Table 4.3.5 below shows the responses of the two groups of respondents based on this strategy.

Table 4.3.5: Crosstabulation between Private and Public School Teachers on help seeking.

S/NO	Variables	School type	Frequency Index				
			SD	D	U	A	SA
1.	Problem students are referred to principal	1	4 3.5%	28 24.8%	7 6.2%	54 47.8%	20 17.7%
		2	3 1.7%	41 23.8%	20 11.6%	85 49.4%	23 13.4%
2.	Problem students are referred to guidance counsellors	1	0 0%	6 5.3%	5 4.4%	67 59.3%	35 31%
		2	1 .6%	6 3.5%	7 4.1%	97 56.4%	61 35.5%
3.	Problem students are referred to Colleagues	1	12 10.6%	31 27.4%	27 23.9%	38 33.6%	5 4.4%
		2	13 7.6%	64 37.2%	17 9.9%	65 37.8%	13 7.6%
4.	Problem students are referred to Disciplinary committee	1	1 .9%	8 7.1%	7 6.2%	70 61.9%	27 23.9%
		2	2 1.2%	10 5.8%	12 7%	116 67.4%	32 18.6%
5.	Students take to instruction from principal	1	1 .9%	14 12.4%	30 26.5%	53 46.9%	15 13.3%
		2	3 1.7%	24 14%	36 20.9%	88 51.2%	21 12.2%
6	Appropriate treatment by Disciplinary Committee enhances behavioural changes	1	1 .9%	3 2.7%	9 8%	80 70.8%	20 17.7%
		2	4 2.3%	9 5.2%	15 8.7%	112 65.1%	32 18.6%
7.	Counsellors' appropriate diagnosis of behavioural problems enhance treatment	1	0 0%	3 2.7%	11 9.7%	63 55.8%	36 31.9%
		2	1 .6%	5 2.9%	6 3.5%	111 64.5%	49 28.5%
8.	Problem students respond to coordinated efforts with colleagues	1	7 6.2%	13 11.5%	19 16.8%	60 53.1%	14 12.4%
		2	6 3.5%	31 18%	38 22.1%	88 51.2%	9 5.2%

9.	Students respond to treatment after counsellor's advice	1	0 0%	3 2.7%	14 12.4%	79 69.9%	17 15%
		2	0 0%	4 2.3%	22 12.8%	122 70.9%	24 14%
10.	Teachers are effective with help seeking in treating behavioural problems.	1	3 2.7%	10 8.8%	16 14.2%	71 62.8%	13 11.5%
		2	4 2.3%	14 8.1%	17 9.9%	121 70.3%	16 9.3%

Key: SD = Strongly Disagree D = disagree U = Undecided A = Agree SA = Strongly Agree. I = Private Schools 2 = Public Schools. NI - 113 N2 = 172

From the above table, the following results were obtained:

On item 1, 182(63.9%) of the respondents agreed that problem students are referred to principal. However, 27 (9.5%) were undecided; while 76(26.7%) disagreed.

On item 2, 260(91.2%) of the respondents agreed that problem students are referred to guidance counsellors. 12(4.2%) were undecided; while 13(4.6%) disagreed.

On item 4, 245(86%) of the respondents agreed that problem students are referred to disciplinary commottee. 19(6.7%) were undecided; while 21(7.37%) disagreed.

On item 5, 177(62.1%) of the respondents agreed that students take to instruction from principal. 66(23.2%) were undecided; while 42(14.7%) disagreed.

On item 6, 244(85.6%) of the respondents agreed that appropriate treatment by disciplinary committee enhances behavioural changes. However, 24(8.4%) were undecided while 17(6%) disagreed.

On item 7, 259(90.9%) of the respondents agreed that counsellors' appropriate diagnosis of behavioural problems enhances treatment. However, 17(6%) were undecided; while 9(3.2%) disagreed.

On item 8, 171(60%) of the respondents agreed that problem students respond to coordinated efforts with colleagues. 57(20%) were undecided;

while 57(20%) disagreed.

On item 9, 242(84.9%) of the respondents agreed that students respondent to treatment after consellor's advice. 36(12.6%) were undecided; while 7(2.5%) disagreed.

On item 10, 221(77.5%) of the respondents agreed that teachrs are effective with help seeking treating behavioural problems. 33(11.6%) were undecided; while 31(10.9%) disagreed.

The results from the table above show that both group of respondents agreed that help seeking in treating behavioural problems enhances their effectiveness.

Behaviour Modification Technique: Crosstabulation and percentages were used to determine the responses of respondents on teachers' effectiveness in the selection of the Behaviour Modification Technique for treating behavioural problems. Table 4.3.6 below shows the responses of the two groups of respondents based on this strategy.

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Table 4.3.6: Crosstabulation between Private and Public School Teachers on Behaviour Modification Technique.

S/NO	Variables	School type	Frequency Index				
			SD	D	U	A	SA
1.	Teachers apply Behaviour Modification Technique in treating behavioural problems.	1	1 .9%	2 1.8%	10 8.8%	73 64.6%	27 23.9%
		2	0 0%	10 5.8%	19 11%	116 67.4%	27 15.7%
2.	Praises sustain appropriate behaviour	1	0 0%	3 2.7%	3 2.7%	61 54%	46 40.7%
		2	1 .6%	6 3.5%	12 7%	86 50%	67 39%
3.	Material reward sustains appropriate behaviour	1	0 0%	9 8%	17 15%	61 54%	26 23%
		2	2 1.2%	22 12.8%	23 13.4%	82 47.7%	43 25%
4.	Withdrawal of reward terminates inappropriate behaviour	1	7 6.2%	20 17.7%	24 21.2%	48 42.5%	14 12.4%
		2	8 4.7%	38 22.1%	36 20.9%	66 38.4%	24 14%
5.	Consistency of reward sustains appropriate behaviour	1	0 0%	11 9.7%	10 8.8%	61 54%	31 27.4%
		2	5 2.9%	18 10.5%	11 6.4%	95 55.2%	43 25%
6	Appropriate reward sustains appropriate behaviour	1	0 0%	1 .9%	10 8.8%	72 63.7%	30 26.5%
		2	1 .6%	10 5.8%	12 7%	106 61.6%	43 25%
7.	Removal of causes terminate inappropriate behaviour	1	1 .9%	7 6.2%	15 13.3%	61 54%	29 25.7%
		2	6 3.5%	26 15.1%	26 15.1%	82 47.7%	32 18.6%
8.	Teachers are effective with Behaviour Modification Technique in treating behavioural problems.	1	0 0%	5 4.4%	14 12.4%	72 63.7%	22 19.5%
		2	2 1.2%	11 6.4%	32 18.6%	95 55.2%	32 18.6%

Key: SD = Strongly Disagree D = Disagree U = Undecided A = Agree SD = Strongly Agree. 1 = Private Schools 2 = Public Schools. N1 = 113. N2 = 172.

From the above table, the following results are obtained:

On item 1, 243(85.3%) of the respondents agreed that teachers apply the Behaviour Modification Technique in treating behavioural problems. However, 29(10.2%) were undecided; while 13(4.6%) disagreed.

On item 2, 260(91.2%) of the respondents agreed that praises sustain appropriate behaviour. 15(5.3%) were undecided; while 10(3.5%) disagreed.

On item 3, 212(74(.4%) of the respondents agreed that material reward sustains appropriate behaviour. 40(14%) were undecided; while 33(11.6%) disagreed.

On item 4, 152(53.3%) of the respondents agreed that withdrwal of reward terminates inappropriate behaviour. 60(21%) were undecided; while 73(25.6%) disagreed.

On item 5, 230(80.7%) of the respondents agreed that consistency of reward sustains appropriate behaviour. 21(7.4%) were undecided; while 34(11.9%) disagreed.

On item 6, 251(88%) of the respondents agreed that appropriate reward sustains appropriate behaviour. 22(7.7%) were undecided; while 12(4.2%) disagreed.

On item 7, 204(71.6%) of the respondents agreed that removal of causes terminates inappropriate behaviour. 41(14.4%) were undecided; while 40(14%) disagreed.

On item 8, 221(77.5%) of the respondents agreed that teachers are effective with the Behaviour Modification Technique in treating behavioural problems. 46(16%) were undecided; while 18(6.3%) disagreed.

The results from the above table show that both groups of respondents agreed that the Behaviour Modification Technique, enhances teachers' effectiveness in treating behavioural problems.

4.4 Comparison between means of Private and Public School Teachers.

Crosstabulation was used to make comparison between the means of private and public school teachers in order to determine their relative position. Table 4.4.1 shows the result of the comparison.

Table 4.4.1: Crosstabulation on differences between means of Private and Public School Teachers.

	Variables	Private $N_1 \bar{X}_1$	Public $N_2 \bar{X}_2$
(a)	Communication	4.1062	4.0359
(b)	Corporal Punishment	2.9878	3.0356
(c)	Suspension from Classroom	3.3746	3.4767
(d)	Punishment (Extra class exercise and manual labour)	3.3569	3.4806
(e)	Help Seeking	3.7628	3.7459
(f)	Behaviour Modification Technique	3.9768	3.8423

The table above shows the differences between the means of Private and Public School Teachers on the selection of strategies for treating behavioural problems. The decision range is that, from a mean of 1 - 3.49 represents disagree; while from a mean of 3.5 - 5 represents agree.

4.5 Determination of Most Suitable Strategies

Crosstabulation was used to determine the responses of the two group of teachers on the rating of strategies in terms of their suitability in treating behavioural problems.

Table 4.5.1 below shows the responses of the two groups based on the strategies.

Table 4.5.1: Crosstabulation between Private and Public School Teachers on the Rating of Strategies in terms of Suitability.

S/NO	Variables	Private		Public	
		Frequency	Rank	Frequency	Rank
a	Communication	53	1	84	1
b	Corporal punishment	7	4	15	4
c	Suspension from Classroom	1	6	5	6
d	Behaviour Modification Technique	32	2	44	2
e	Punishment (Extra class exercise/manual labour)	6	5	8	5
f	Help seeking	14	3	16	3
	Total N	113		172	

From the above table, result shows that the respondents in both groups of private and public schools, rated the strategies in terms of their suitability as follows:

(a) Communication

(b) Behaviour Modification Technique

(c) Helping seeking

(d) Corporal punishment

(e) Punishment (Extra class exercise/Manual Labour)

(f) Suspension from classroom.

The result further shows that in the order of importance, communication, Behaviour Modification and Help seeking are the most suitable strategies for treating behavioural problems of secondary school

students. On the other hand, corporal punishment, punishment (Extra class exercise/manual labour and suspension from classroom were rated low; meaning that they are not suitable in the treatment of behavioural problems).

4.6 **Testing of Null Hypotheses**

Hypothesis 1a: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of communication.

A two tailed t test was used to determine significant differences in the perception of private and public school teachers on their effectiveness in the use of communication as a strategy for treating students with behavioural problems. Table 4.6.1 shows the result of the test between the two groups:

Table 4.6.1 t-test between Private and Public School.

Teachers on the use of Communication

Variables	N	Mean	SD	SE	t	DF	P	Critical t
Private	113	4.1062	.377	.035	1.42	283	0.158	1.96
Public	172	4.0359	.429	.033			P > 0.05	

Not significant

The result in the table shows that there is no significant differences in the mean between the two groups on their effectiveness in the use of communication as aid in treating behavioural problems (P>0.05). In table 4.3.1 above, it was discovered that both groups agreed that communication enhances teachers in the treatment of behavioural problems among students. Also the mean of both groups are quite high

up to 4. This means communication aids teachers' effectiveness in treating behavioural problems. Since the critical t value of 1.96 is higher than the observed t value of 1.42, the null hypothesis is thus accepted. This result confirms the study of Wallen and Wallen (1978) which suggest that communication among teachers, parents and students are effective in classroom management. In addition, Saunders (1978) reported a study that focussed on an interesting innovation in a school in Florida. Pupils in this school take home daily reports on their school work and behaviour which are checked on a record card. It is claimed that classroom interruptions dropped in three weeks from an average of fourteen an hour to two an hour, and the amount of academic work doubled. Owusu and Manger (1996) in their study also reported that 47 percent of the teachers maintained that they often contact parents on students' behavioural problems. This factor according to Owusu and Manger loaded highly among the variance.

Hypothesis 1b: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of corporal punishment.

A two tail t test was used to determine significant differences in the perception of private and public school teachers on their effectiveness in the use of corporal punishment as a strategy for treating behavioural problems. Table 4.6.2 shows the result of the test between the two groups:

Table 4.6.2: t-test between Private and Public Teachers on the use of Corporal Punishment.

Variable	N	Mean	SD	SE	t	DF	P	Critical t
Private	113	2.9878	.841	.079	.48	283	.630	1.96
Public	172	3.0356	.801	.061			P > 0.05	

Not significant

The result in the table above shows that there is no significant differences in the mean between the two groups on their effectiveness in the use of corporal punishment as a strategy for treating behavioural problems (P>0.05). The mean of both groups (2.9878 and 3.0356) are low suggesting that corporal punishment does not enhance teachers' effectiveness in treating behavioural problems. In table 4.3.2 above, it was discovered that majority of the respondents of both groups disagreed that corporal punishment enhances teachers in the treatment of behavioural problems. Since the critical value t value of 1.96 is higher than the observed t value of .48, the null hypothesis is thus accepted. This result confirms the report of Lindgren (1967:181) that, "corporal punishment worsens the problem behaviour instead of eliminating it." Owusu and Manger (1996:40) noted that, "the use of corporal punishment to correct students' behavioural problems has become outmodeled due to its negative emotional accompaniments". Aloa (1988:28) stressed that, "adaptation to corporal punishment may weaken its effectiveness." In another vein, Kounin and Gump (1961) in Lindgren (1967) in their study concluded that children with punitive teachers are more likely to mistrust the school than are children with non-punitive teachers.

Hypothesis 1c: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of suspension from classroom.

A two tailed t-test was used to determine significant differences in the perception of private and public schools teachers on their effectiveness in the use of suspension from class room as a strategy for treating behavioural problems. Table 4.6.3 shows the result of the test between the two groups.

Table 4.6.3: t-test Between Private and Public School Teachers on Suspension from Classroom.

Variables	N	Mean	SD	SE	t	DF	P	Critical t
Private	113	3.3746	.576	.054	1.44	283	.151	1.96
Public	172	3.4767	.592	.045			P > 0.05	

Not significant

The result in the table above shows that there is no significant difference in the mean between the two groups on teachers' their effectiveness in the use of suspension from classroom as a strategy for treating behavioural problems (P>0.05). The mean of both groups (3.3746 and 3.4767) are in the region of undecided. This result suggest that suspension from classroom is not all that effective and under probability. In table 4.3.3 above, it was discovered that both groups were not sure of the effectiveness of teachers in the selection of this strategy at least going by the responses of the respondents. Since the critical t value of 1.96 is higher than the observed value of 1.44, the null hypothesis is thus accepted. This result confirms the study of (Owusu and Manger 1996) that only 15 percent of the teacher used this measure

sometimes or more often. This result goes to prove the unreliability of this strategy in the enhancement of teachers' effectiveness in treating behavioural problems. The study of Owusu and Manager also found that no significant difference exist in the mean of the two groups of teachers in rural and urban areas on suspension from classroom.

Hypothesis 1d: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of punishment (extra class exercise and manual labour).

A two tail t test was used to determine significant differences in the perception of private and public school teachers on their effectiveness in the use of punishment (Extra class exercises and manual labour) as strategies for treating behavioural problems. Table 4.6.4. shows the result of the test between the two groups:

Table 4.6.4: t-test Between Private and Public School Teachers on Punishment (Extra class exercise and Manual Labour)

Variables	N	Mean	SD	SE	t	DF	P	Critical t
Private	113	3.3569	.654	.062	1,60	283	.111	1.96
Public	172	3.4806	.630	.048			P > 0.05	

Not significant

The result in the table above shows that there is no significant differences in the mean between the two groups on their effectiveness in the use of punishment (Extra class exercises and manual labour) as strategies for treating behavioural problems ($P > 0.05$). The mean of both groups (3.3569 and 3.4806) are still not up to 4. This result suggest that punishment (extra class exercises and manual labour) are not all that reliable and under probability in ensuring teachers' effectiveness in treating behavioural problem. In table 4.3.4 above, it was also discovered

that majority of both groups were not sure of the effectiveness of teachers in the selection of this strategy at least, going by the responses of the respondents. Since the critical t value of 1.96 is higher than the observed t value of 1.60, the null hypothesis is thus accepted. This result confirms the study of Owusu and Manger (1996) that only 12 percent of teachers use extra class exercises for treating behavioural problems. Manual labour as reported by Owusu and Manger suggests that the strategy was also sometimes used in the treatment procedure by few teachers. Commenting further on the unsuitability of these types of punishment, Lindgren (1967:181) notes that: "for the most part the results of such handling are disappointing." Lindgren observes that punishment may aggravate the aggressive and rebellious behaviour that are so common during the preadolescent and adolescent periods. These observations further confirms that extra class exercise and manual labour which are forms of punishment, are not too reliable in enhancing teachers' effectiveness in treating behavioural problems.

Hypothesis 1e: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of help seeking.

A two tailed t-test was used to determine significant differences in the perception of private and public school teachers on their effectiveness in the use of help seeking as a strategy for treating behavioural problems. Table 4.6.5 shows the result of the test between the two groups:

Table 4.6.5: t-test Between Private and Public School. Teachers on Help Seeking

Variables	N	Mean	SD	SE	t	DF	P	Critical t
Private	113	3.7628	.474	.045	.32	283	.751	1.96
Public	172	3.7459	.416	.032			P > 0.05	

Not significant

The result in the table above shows that there is no significant differences in the mean between the two groups on their effectiveness in the use of help seeking as a strategy for treating behavioural problems (P>0.05). The mean of both groups (3.7628 and 3.7459) are high and can be approximated to 4 in each case. This result suggest that help seeking can enhance teachers' effectiveness in treating behavioural problems. In table 4.3.5 above, it was also discovered that both groups agreed that help seeking can enhance teachers' effectiveness in treating behavioural problems. Since the critical t value of 1.96 is higher than the observed t value of .32 and the null hypothesis is thus accepted. This result confirms the study of Owusu and Manger (1996) that teachers frequently asked for assistance of the headmaster, colleagues, guidance counsellors and disciplinary committee. According to them, these factors account for a higher variance than other factors examined. Owusu and Manger further reported that headmasters are accorded great prestige in schools and the entire society. Thus, the prestige may be crucial in effecting a change in students' behavioural problems. Axelrod (1977) confirmed this position when he claimed that, "teachers refer students with behavioural problems to the headmaster with the hope that with his greater experience and training, he would be able to suggest procedures for dealing with problems."

Hypothesis 1f: There is no significant difference between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of Behaviour Modification Technique.

A two tailed t-test was used to determine significant differences in the perception of private and public school teachers on their effectiveness in use of the Behavioural Modification Technique as a strategy for treating behavioural problems. Table 4.6.6 shows the result of the test between the two groups:

Table 4.6.6: t-test on Private and Public School Teachers on Behaviour Modification Technique

Variables	N	Mean	SD	SE	t	DF	Critical t	P
Private	113	3.9768	.464	.044	2.20	283	1.96	.028
Public	172	3.8423	.529	.040				P < 0.05

significant

The result in the table above shows that there is significant differences in the mean between the two groups on teachers' effectiveness in the use of the Behaviour Modification Technique as a strategy for treating behavioural problems ($P<0.05$). The mean of both groups (3.9768 and 3.8423) are in the region of 4 when approximated. This result suggest that respondents are in agreement that Behaviour Modification Technique can enhance teachers' effectiveness in treating problem behaviour. In table 4.3.6 above, it was also discovered that both groups agreed that Behaviour Modification Technique aids teachers' effectiveness in treating problem behaviour. Since the critical t value of 1.96 is lower than the

observe t value of 2.20, the null hypothesis is thus rejected. This result confirms the findings of Mallam (1993) on the effect of Behaviour Modification Technique on Juvenile delinquents that the strategy has effect. Mallams findings also goes to confirm the results of experiments conducted by Pavlou, Thorndike and Skinner as reported in Alao (1988) that the technique has effect on problem behaviour. Finally, Winter (1991) in his study posits that the use of western approaches to behavioural management in secondary schools, were successful in effecting behavioural changes in students in non-western countries.

Hypothesis 2: Private and public school teachers will not differ significantly in the mean responses to their perception of their effectiveness in the use of strategies for treating behavioural problems.

A two tailed t-test was used to determine significant differences in the mean responses of private and public school teachers on their effectiveness in the use of strategies for treating behavioural problems. Table 4.6.7 shows the result of the test.

4.6.7 t-test Comparison of the mean of the two groups.

Variables	N	Mean	SD	SE	t	DF	Critical t	P
Private	113	3.5942	.363	.034	.19	283	1.96	.849
Public	172	3.6029	.381	.029				P > 0.05

Not significant

The result in the table above shows that there is no significant difference in the mean between the two groups on their effectiveness in the use of strategies for treating behavioural problems (P > 0.05). Since the critical t value of 1.96 is higher than the observed t value of .19, the null hypothesis is thus accepted. From table 4.4.1 it can be noted that

teachers in private schools are more likely to use communication, Help seeking and the Behaviour Modification Technique that enhance teachers in treating problem behaviour at least, going by the means of the two groups in each case which shows that those of private school are higher. On the other hand, teachers in public schools are more likely to use corporal punishment, suspension from classroom and punishment (extra classroom exercise and manual labour) that do not enhance teachers treating behavioural problems at least, going by the means of the two groups in each case which shows that those of public schools are higher. This result probably account for why there is better discipline in private schools than public schools. This is so because the private schools are using more of the strategies such as communication, help seeking and Behaviour Modification Technique found to have effect on teachers' effectiveness in treating behavioural problems. This result confirms the reason why parents prefer sending their children to private schools.

Hypothesis 3: Private and Public school teachers will not differ significantly in their rating of the most suitable strategies for treating behavioural problems.

Mann-Whitney U Test was used to determine significant difference in the rating of private and public school teachers on the most suitable strategies for treating behavioural problems. Table 4.6.8 shows the result of the test between the two groups.

Table 4.6.8 Mann-Whitney U Test between Private and Public School Teachers on the Rating of most suitable strategies.

Variables	N	Median	U	P
Private	113	2.0	0.00	0.9152
Public	172	2.0		P>0.05

Not significant

The result in the table above shows that there is no significant difference in the rating of the two groups on the suitability of strategies for treating behavioural problems ($P>0.05$). The hypothesis is thus accepted. In table 4.5.1, it was also discovered that in the order of importance, both groups rated communication, Behaviour Modification Technique and Help Seeking as the most suitable strategies for treating behavioural problems. While corporal punishment, punishment (extra class exercise/manual labour and suspension from classroom were rated low; meaning that they are not suitable in the treatment of behavioural problems. This result confirms the findings of Owusu and Manger, 1996; Axelrod, 1977; Alhassan, 1990; Bromwell, 1987; Wallen and Wallen, 1978 and Mallam, 1993 that communication, Behaviour Modification Technique and Help Seeking are suitable for the treatment of behavioural problems; while corporal punishment, punishment (extra class exercise and suspension from classroom are not suitable.

4.7 Summary

There were 285 respondents who took part in the study out of a population of 1088 teachers. 113 of the respondents were drawn from the Private schools; while 172 were from the Public schools. The respondents had various teaching experience ranging from 1 - 35 years. The male respondents were 162; while the females were 122.

Statistical techniques such as frequency tables, percentages, crosstabulation, Two Tail t Test and the Mann-Whitney U Test were used to present data and to test for significance.

From the three null hypothesis tested and the present of data, results show that communication, help seeking and the Behaviour Modification Technique can enhance teachers' effectiveness in treating behavioural problems; while corporal punishment, suspension from classroom and

punishment (extra class exercise and manual labour) do not. Results also show that teachers in private schools are more likely to use strategies that can enhance teachers' treatment of behavioural problems than those in public schools. Lastly, results show that communication weighed heaviest as the most suitable strategy followed by the Behaviour Modification Technique and help seeking.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the summary, conclusion and recommendations in the study are provided as follows:

5.2 Summary

The following null hypotheses were tested in the study:

(1) There are no significant differences between the private and public school teachers in the mean responses to their perception of their effectiveness in treating behavioural problems with respect to the use of: (a) Communication; (b) Corporal punishment; (c) Suspension from classroom; (d) Punishment (Extra class exercises and manual labour; (e) Help seeking; and (f) Behaviour Modification Technique.

(2) Private and public school teachers will not differ significantly in the mean responses to their perception of their effectiveness in the use of strategies for treating behavioural problems.

(3) Private and public school teachers will not differ significantly in their rating of the most suitable strategies for treating behavioural problems.

The study adopted the survey method. The population of the study was made up of 1088 teachers drawn from 16 private and public secondary schools in Kaduna metropolis. Out of this population, a sample size of 285 teachers was derived. The questionnaire was used as the instrument in the study. Frequency counts and percentages, frequency

tabulation, crosstabulation, the Pearson Product Moment Correlation Coefficient (PPMr), T Distribution and the Mann-Whitney U Test were the statistical tools used for data analysis.

From the study, result shows that no significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of communication for treating behavioural problems. Both groups agreed that communication enhances teachers' treatment of behavioural problems.

The study found out that no significant difference exists in the mean of the two groups of teachers in private and public schools on teachers' effectiveness in the use of corporal punishment for treating behavioural problems. Both groups disagreed that corporal punishment enhances teachers' effectiveness in treating behavioural problems.

The study also found out that no significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of suspension from classroom for treating behavioural problems. It was also discovered that both groups were undecided on at least not sure that suspending students from classroom can enhance teachers' treatment of behavioural problems.

Another result in the study shows that no significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of punishment (extra class exercises and manual labour) for treating behavioural problems. It was also discovered that respondents were undecided or not sure that subjecting students to some extra class exercises and manual labour can enhance teachers' treatment of behavioural problems.

Furthermore, the study found out that no significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of help seeking for treating behavioural

problems. Both groups agreed that help seeking from others enhances teachers' treatment of behavioural problems.

More also, the study found out that significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of the Behaviour Modification Technique for treating behavioural problems. Both groups agreed that the Behaviour Modification Technique enhances teachers' treatment of behavioural problems.

One other finding in the study is that no significant difference exists in the mean of the two groups of private and public school teachers on teachers' effectiveness in the use of strategies for treating behavioural problems. It was discovered that teachers in private schools are more likely to use communication, help seeking and the Behaviour Modification Technique for treating behavioural problems. While, teachers in public schools are more likely to use corporal punishment, suspension from classroom, extra class exercises and manual labour for treating behavioural problems.

Lastly, the study found out that no significant differences exists in the rating of the two groups on the most suitable strategies for treating behavioural problems. It was discovered that in the order of importance, communication, Behaviour Modification Technique and help seeking are the most suitable strategies; while corporal punishment, punishment(extra class exercise/manual labour and suspension from class room are not suitable.

5.3 Conclusion

The study investigated teachers' effectiveness in the selection of strategies for treating behavioural problems of secondary school students in Kaduna metropolis. Based on the findings of the study, it is concluded

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that communication, help seeking and the Behaviour Modification Technique enhance teachers' effectiveness in treating behavioural problems. While, corporal punishment (extra class exercise and manual labour) do not enhance teachers in treating behavioural problems. More also, teachers in private schools are more likely to use those strategies found to enhance treatment of behavioural problems than teachers in public schools that are more likely to use those strategies that do not enhance treatment. Furthermore, in the order of importance, communication, the Behaviour Modification Technique and help seeking are the most suitable strategies. The result probably accounts for why there is better discipline in private schools. This conclusion confirms the studies of Owusu and Manger 1996, Mallam, 1993, Parke, 1975 and Tyerman, 1984.

5.4 Implications of the Study

The strong evidence for effective communication in the treatment of behavioural problems, implies the need for teachers to establish an efficacious and deliberate programme of effective communication with parents and students. In this programme, there is the need for teachers to organise orientation for students, interact with students on a one to one basis; and also provide information to parents regularly through contact with them personally and through the parents - teachers association (P.T.A). In this vein, Tyerman (1984) suggest that a sense of purpose in the school felt by parents, teachers and pupils is the single most powerful influence on school attendance. This suggestion by Tyerman also apply to the treatment of other types of behavioural problems.

The evidence that corporal punishment does not enhance teachers' effectiveness in the treatment of behavioural problems, shows the need

for teachers to immediately discard the use of this strategy as it is frequently used by teachers (Owusu and Manger, 1996:40). In reference to this, Parke (1975) postulates that, "high intensity punishment may create emotional level that interfere with learning and therefore possibly could retard inhibition of undesirable".

The evidence that suspension from classroom is not reliable or does not enhance teachers in the treatment of behavioural problems, implies that teachers should discard this strategy as it will only make students to become truants or loose their lessons; thus further complicating their learning difficulties. Alhassan (1990:44) notes that: "Many delinquencies such as shoplifting, stealing from cars and so on are committed by boys when they are roaming the streets during school hours". Girls too may see this as an opportunity to meet their boy friends.

The evidence that punishment (extra class exercises and manual labour) is not reliable or does not aid teachers in treating behavioural problems, shows the need for teachers to discard this strategy. It would be a mistake to believe that extra class exercises and manual labour would promote students' natural ability to learn. In such a situation, it is likely that teachers would employ more coercion to achieve their goal which could worsen the situation. According to Rutther et.al (1979), "there is a low correlation between extra class exercise given by teachers as a form of punishment and academic achievement."

The evidence that help seeking by teachers when confronted by students' behavioural problems, aids treatment, implies the need for teachers to seek help from others such as the principal, colleagues, guidance counsellors and school disciplinary committee in order to deal with difficult problems they are not competent to handle. The study of Owusu and Manger (1996:38-41) indicate that help seeking from others by teachers when confronted with behavioural problems is vital to the

treatment of such problems.

The evidence that the Behaviour Modification Technique enhances teachers' effectiveness in treating behavioural problems, implies that teachers should apply the technique when dealing with behavioural problems. Therefore, there is the need for teachers to reward students consistently, appropriately and promptly in terms of praises and material gifts when they put up appropriate behaviour. Also, there is the need for teachers to withdraw reward through disapprovals, yelling and reprimand when students exhibit inappropriate behaviour. According to Alao (1988), "teachers should use social and non-social reinforcements simultaneously". The social reward refers to praise; while the non-social reward refers to material gift.

The evidence that teachers in private schools are more likely to use communication, help seeking and Behaviour Modification Technique than public school teachers that are more likely to use corporal punishment, suspension from classroom and punishment (extra class exercise and manual labour) in treating behavioural problems, implies that teachers (especially those in public schools) should discard those strategies found in the study not to aid teachers in treating behavioural problems. It is noted that teachers' ability to deal with students' behaviour is a vital component of effective learning (Owusu and Manger, 1996:27). This ability to deal with students' behaviour can be attained only when teachers use those strategies found to aid treatment of inappropriate behaviour.

The evidence that communication, Behaviour Modification Technique and help seeking in the order of importance rated highly, implies that teachers should rely heavily on them for the treatment of behavioural problems; while corporal punishment, punishment (extra class exercise/manual labour) and suspension from classroom should be

discarded.

5.5 Recommendations

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

Specific Recommendations

(a) Teachers should establish an efficacious and deliberate programme of effective communication that will encompass orientation for students, interaction with students on a one to one basis and making contact with parents especially through the parents - teachers association for the purpose of effecting changes in students' behaviour.

(b) Teachers (especially those in public schools), should discard the use of corporal punishment, suspension from classroom, extra class exercise and manual labour in treating behavioural problems due to their negative effects on students' behaviour.

(c) Teachers should seek help from their principals, guidance counsellors, school disciplinary committees and colleagues especially when confronted with behavioural problems they are not competent to handle.

(d) Teachers should apply the Behaviour Modification Technique in treating behavioural problems by consistently, appropriately and promptly applying reward in terms of praise and material gift, when students exhibit appropriate behaviour; and also to withdraw reward through disapproval yelling and reprimand when they exhibit inappropriate behaviour.

(e) Teachers should regularly attend seminars, workshops and conferences in order to update their knowledge on management of behaviour in schools. Strategies found to aid teachers in treating

behavioural problems should be vigorously emphasised in such programmes.

General Recommendations

(a) Conditions of service for teachers should be improved by government. This will enable teachers to be sharply focussed on their responsibilities in maintaining discipline in schools.

(b) Government and school authorities should ensure that the number of students in each class does not exceed 35 for effective discipline and management by teachers.

(c) Pamphlets on effective management of behaviour in schools should be provided to all teachers by school authorities. This will serve as reference materials to teachers when confronted with behavioural problems.

(d) Government should provide more boarding facilities in schools. This will enable teachers monitor their conduct closely.

5.6 **Recommendations for further Research**

(a) The study should be replicated in other states of Nigeria in order to confirm or disprove the findings in the study.

(b) Further research should be carried out using students as respondents to find out their perception of teachers' effectiveness in selecting strategies for treating behavioural problems.

(c) Further research should also be carried out in the rural areas using teachers or students as respondents to confirm or disprove the findings in the study.

(d) Researches should also be directed towards using other instruments like interview and observation to confirm or disprove the findings in the study.

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APPENDIX 1

TREATMENT FOR BEHAVIOURAL PROBLEM INVENTORY (T.B.P.I)
SECTION A:

PERSONAL DATA.

1. Type of School: a Private ( ) b. Public ( )
2. Years of Teaching Experience:_____
3. Sex: Male ( ) Female ( )

Introduction:

Please, teachers should tick the options from Sections B to G, which they feel will make teachers effective in treating behavioural problem. Behavioural problems are inappropriate behaviour of students that obstruct teaching and learning.

Key: (SA) Strongly Agree (A) Agree (U) Undecided (D) Disagree
(SD) Strongly Disagree.

SECTION B:

COMMUNICATION:

4.	Provision of information on students' behavioural problems to parents, aids treatment.	SA	A	U	D	SD
5.	Parents' cooperation with teachers when coping with behavioural problems, aids treatment.					
6.	Intervention of Parents - Teachers Association (PTA) on students' behavioural problem, enhances treatment.					
7.	Orientation programme for students on school objectives, rules and regulations, aids in the reduction of behavioural problems.					
8.	Sensitizing students on the consequences of unwanted behaviour, terminates the behaviour.					
9.	Highlighting positive effect of appropriate behaviour, encourages the behaviour.					
10.	Emphasis on outstanding personalities in society, aids in the shapening of behaviour.					

11.	Interacting with each student personally removes difficulties and frustration that can lead to behavioural problems.					
12.	Effective teachers' communication skills reduce behavioural problems.					
13.	Behavioural changes in students are noticed when there is constant communication among teachers, parents and students.					
14.	Teachers are effective in treating behavioural problems using communication.					
	SECTION C: **CORPORAL PUNISHMENT:**					
15.	Students are given corporal punishment (lashes and fagging) when they exhibit behavioural problems.					
16.	Corporal punishment is suitable for severe behavioural problems.					
17.	Behavioural changes are noticed in students after been given lashes.					
18.	Behavioural changes occur in students after been fagged or drilled.					
19.	Threats of being given corporal punishment brings about behavioural changes in students.					
20.	Teachers who give corporal punishment have better control of students than teachers who do not.					
21.	Corporal punishment, when administered as a last resort, terminates behavioural problems.					
22.	Teachers are effective in treating behavioural problems by using corporal punishment.					
	SECTION D: **SUSPENSION FROM CLASSROOM:**					
23.	Students are suspended from classroom when they exhibit behavioural problems.					
24.	Students are seen after being recalled from suspension for some periods.					
25.	Students are eager and willing to return to class when recalled from suspension for some periods.					
26.	Traces of behavioural problems that necessitated suspension of students from classroom are not found when recalled.					

27.	Threats of being suspended from classroom from some periods, results in students' behavioural changes.					
28.	Teachers are effective in treating behavioural problems when students are suspended from classroom for some periods.					
	SECTION E: PUNISHMENT (EXTRA CLASS EXERCISE AND MANUAL LABOUR)					
29.	Students are given extra class exercises (additional assignments) when they exhibit behavioural problems.					
30.	Students are given manual labour when they exhibit behavioural problems.					
31.	Additional assignments given to students with behavioural problems, aids treatment.					
32.	Threats of being given additional assignment, restrains students' behaviour.					
33.	Appropriate application of additional assignment to the offence and capability of students, enhances behavioural changes in students.					
34.	Behavioural changes occur in students after undergoing manual labour.					
35.	Threats of being given manual labour, restrains students' behaviour.					
36.	Appropriate application of manual labour to the offence and capability of students, enhances behavioural changes in students.					
37.	Teachers are effective intreating behavioural problems using extra class exercise and manual labour.					
	SECTION F: HELP SEEKING:					
38.	Students are referred to principal when they exhibit behavioural problems.					
39.	Students are referred to guidance counsellors when they exhibit behavioural problems.					
40.	Students are referred to colleagues for assistance when they exhibit behavioural problems.					

41.	Students are referred to colleagues for assistance when they exhibit behavioural problems.					
42.	Students take to instructions after treatment by principal of cases of behavioural problems referred to him.					
43.	Appropriate treatment of behavioural problems referred to the school disciplinary committee, enhances behavioural changes in students.					
44.	Appropriate diagnosis of cases of behavioural problems referred to guidance counsellor, enhances treatment.					
45.	Students respond to treatment of behavioural problems when efforts are coordinated with those of colleagues.					
46.	Students respond to treatment of behavioural problems after implementing advice from guidance counsellor.					
47.	Teachers are effective in treating behavioural problems when they seek help from others.					
	SECTION G **BEHAVIOUR MODIFICATION TECHNIQUE:**					
48.	Teachers apply the Behaviour Modification Technique in treating behavioural problems.					
49.	Reward in form of praises and awards sustains appropriate behaviour.					
50.	Reward in form of material gift sustains appropriate behaviour.					
51.	Withdrawal of reward through disapprovals, yellings and reprimand, terminates inappropriate behaviour.					
52.	Consistency of reward e.g. praises, award and material gift sustains appropriate behaviour.					
53.	Appropriate application of reward e.g praises, reward and material gift sustains appropriate behaviour.					
54.	Removal of the cause of behavioural problem, terminates the behaviour.					
55.	Teachers are effective in treating behavioural problems by applying the Behaviour Modification Technique					

SECTION H

RATING OF STRATEGIES TO DETERMINE THE MOST SUITABLE ONES.

Instruction:

(56) Tick the option in your opninion, that most enhances teachers' effectiveness in treating behavioural problems.

(a)	Communication	( )
(b)	Corporal punishment	( )
(c)	Suspension from classroom	( )
(d)	Punishment (Extra class exercise and manual labour)	( )
(e)	Help seeking	( )
(f)	Behaviour Modification Technqiue	( )

KASHIM IBRAHIM LIBRARY

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L L)

1.	N4	PROVISION OF INFO AIDS TREATMENTS
2.	N5	PARENTS COOPERATION AIDS TREATMENTS
3.	N6	INTERVENTION OF PTA ENHANCE TREATMENTS
4.	N7	ORIENTATION AIDS IN BEHAVIOURAL PROBLEMS
5.	N8	SENSITIZING TERMINATES BEHAVIOUR
6.	N9	SHOWING POSITIVE EFFECTS ENCOURAGES
7.	N10	EMPHASIS ON PERSONALITY SHAPES BEHAVIOUR
8.	N11	INTERACTIONS REMOVE DIFFICULTIES
9.	N12	EFFECTIVE COMMUNICATION REDUCE PROBLEMS
10.	N13	CHANGES COMES THRU PTA/STUDENT COMMUN
11.	N14	TEACHERS TREATS PROBLEMS USING COMMUNICA
12.	N15	DTUDENTS ARE GIVEN CORPORAL PURNISHMENT
13.	N16	CORPORAL PUNISHMENT IS SUITABLE
14.	N17	CHANGES COMES AFTER LASHES
15.	N18	CHANGES COMES AFTER FAGGED OR DRILLED
16.	N19	THREATS BRINGS BEHAVIOURAL CHANGES
17.	N20	TEACHERS WITH CORPRAL PUNISHMENT ARE BET
18.	N21	CORPORAL AS LAST RESORT TERMINATES PROBL
19.	N22	TEACHERS ARE EFFECTIVE WITH CORPORAL PUN
20.	N23	PROBLEM STUDENTS ARE SUSPENDED
21.	N24	STUDENTS RECALLED ARE SEEN FOR SOME PERI
22.	N25	STUDENTS ARE WILLING/EAGER TO RETURN
23.	N26	TRACES OF PROBLEMS NOT FOUND WITH RECALL
24.	N27	THREATS RESULTS IN BEHAVIOURAL CHANGES
25.	N28	TEACHERS EFFETIVE WHEN PROB STUDENTS ARE
26.	N29	STUDENTS GIVEN EXTRA CLASS FOR PROBLEMS
27.	N30	STUDENTS ARE GIVEN MANUAL LABOUR FOR PRO
28.	N31	ADDITINAL ASSIGNMENT GIVEN TO SUCH STUDE
29.	N32	THREATS OF ASSIGNMENT RESTRAINS STUDENTS
30.	N33	APPROPRIATE APPLICATION OF ASSIGNMENT LE
31.	N34	CHANGES COMES AFTER MANUAL LABOUR
32.	N35	THREATS OF LABOUR RESTRAINS STUDENTS
33.	N36	APPLICATION OF LABOUR LEADS TO CHANGES
34.	N37	TEACHERS EFFECTIVE WITH EXTRA CLASS/LABO
35.	N38	PROBLEM STUDENTS REFERRED TO PRINCIPAL
36.	N39	PROBLEM STUDENTS REFERRED TO COUNSELLORS
37.	N40	PROBLEM STUDENTS REFERRED TO COLLEAGUES
38.	N41	PROB STUDENTS REFERRED TO DISCIPLINARY C
39.	N42	STUDENTS TAKES INSTRUCTIONS AFTER TREATM
40.	N43	COMMITTEE REFERRED PROBLEM CHANGES STUDE
41.	N44	DAIGNOSIS ENHANCE TREATMENTS
42.	N45	STUDENTS RESPOND TO COORDINATED EFFORTS
43.	N46	STUDENTS RESPOND AFTER COUNSELLORS ADVIC
44.	N47	TEACHERS ARE EFFECTIVE WHEN THEY SEEK HE
45.	N48	TEACHERS APPLY MODIFICATION TECHNIQUE
46.	N49	PRAISES SUSTAINS APPROPRIATE BEHAVIOUR

47.	N50	MATERIAL REWARDS SUSTAINS GOOD BEHAVIOUR
48.	N51	WITHDRAWAL OF REWARDS TERMINATES GOOD BE
49.	N52	CONSISTENCY OF REWARDS SUSTAINS BEHAVIOU
50.	N53	APPROPRIATE REWARDS SUSTAINS APPROPRIATE
51.	N54	REMOVAL OF CAUSES OF PROBLEMS TERMINATES
52.	N55	TEACHERS ARE EFFECTIVE WITH MODIFIC TECH

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L L)

RELIABILITY COEFFICIENTS

N OF CASES = 32.0 N OF ITEMS = 52

ALPHA = .9434

APPENDIX 3

Psychology Section,
Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th February, 2000

The Principal,

_____

_____

_____

Dear Sir,

TEACHERS' EFFECTIVENESS IN THE SELECTION OF STRATEGIES FOR TREATING BEHAVIOURAL PROBLEMS

I am a graduate student of Psychology, Faculty of Education, Ahmadu Bello University, Zaria. I am conducting a study with the above title in partial fulfillment for the award of Masters of Education Degree.

I am requesting you Sir to kindly permit me to distribute the attached Questionnaire to your teachers as your school is among those selected for the study.

It is hoped that this study will assist teachers in the selection of strategies that will ensure their effectiveness in the treatment of students' behavioural problems.

Thank you.

Your faithfully,

Goddy Chukuma.

APPENDIX 4

Psychology Section,
Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th February, 2000

Dear Respondent,

TEACHERS' EFFECTIVENESS IN THE SELECTION OF STRATEGIES FOR TREATING BEHAVIOURAL PROBLEMS

I am a graduate student of Psychology, Faculty of Education, Ahmadu Bello University, Zaria. I am conducting a study with the above title in partial fulfillment for the award of Masters of Education Degree.

I am requesting you to kindly complete the attached Questionnaire. I assure you that the information provided will be treated confidentially.

It is hoped that this study will assist teachers in the selection of strategies that will ensure their effectiveness in the treatment of students' behavioural problems.

Thank you.

Yours faithfully,

Goddy Chukuma