INCIDENCES OF UNDESIRABLE BEHAVIOURS IN CLASSROOM AMONG SECONDARY SCHOOL STUDENTS AND MODIFICATION TECHNIQUES EMPLOYED BY TEACHERS IN KWARA STATE, NIGERIA

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Abstract
This study investigated incidences of undesirable behaviours in classroom among secondary school students and modification techniques adopted by teachers in Kwara State, Nigeria. The study adopted descriptive survey type. The target population were the teachers of junior and senior secondary schools. Simple random sampling technique was employed to select 20 teachers from all 10 secondary schools making 200 respondents as sampled out 657 teachers. Two researcher developed instruments were used to obtain necessary information on teachers. The questionnaires tagged "Incidences of Undesirable Behaviours and Modification Techniques Questionnaire" (IUBMTQ). The reliability of the instruments was established through one week interval test re-test co-efficient of reliability with 0.66 and 0.75 respectively. Mean and standard deviation were used to answer research questions. The mean score of 2.50 and above was accepted while a value not above 2.50 was not accepted. T-test was used to test hypotheses at 0.05 level of significance. The finding of this study showed both male and female respondents reported that there were incidences of undesirable behaviours among secondary school students in the classroom. The study reveals that there was no significant difference in the incidences of undesirable behaviours in classroom among secondary school students in classroom on the basis of gender, there was no significant difference in the behaviour modification techniques applied by teachers on the basis of gender. It hereby recommended that educational psychologists and counsellors should sensitise the teachers, parents and the guardians on the causes of undesirable behaviours among students. Teachers should endeavour to apply the techniques in every day teaching to bring about desirable change in the behaviour of the students.
Keywords: Undesirable behaviours, Classroom, Modification techniques, and Teachers

Introduction

An incidence of unwanted behaviours among students today has become a major concern among parents, teachers, educational stakeholders and even students themselves. This is because in recent times there has been a general outcry about undesirable behaviours among students in the society at large and particularly in schools. Behaviour is refers to an activity of an individual due to his/her interaction with the environment. It is the function of both hereditary and environment factors. It is also the way an individual reacts or responds to a situation within his or her environment. These activities of an organism can be regarded as behaviour can be overt or covert. Overt behaviour, are those behaviour one can be observed as one records the frequency of its occurrence (Obibuba, 2020). For instance noise making, sleeping, talking, fighting, etc. while covert behaviours are the internal activity of an organism that is not open to public perception. It is not readily available for objective measurement by a second person. However, it can be measured by self- observation or self-reporting. Such behaviours are feelings like smoking, drinking, suicidal tendency, anger etc. Classroom is a place where students feel safe, acquire new knowledge, know they are valued members of a community, and where learning is optimized (Evertson, & Worsham, 200). Terzi (2002) describes the classroom as a functional part of the education system

where qualified man power is trained. According to Okutan (2006) in classrooms where learning is optimized and which play role in the training of qualified man power, the interaction between teachers and students are significant. It is known that in classrooms with low level of interaction emerge various undesirable behaviours.

Undesirable behaviour is often exhibited by secondary school students because majority of them are adolescents who want to risk behaviours like lying, eating during lessons, sexual activities, smoking, stealing, bullying, examination malpractice, loitering, lateness and rudeness and these behaviours are inimical to the students' academic performance and those in their environment. Kimberly and Jacob (2002) described Undesirable behaviours as any act that imposes physical or psychological harm on other people or their property. According to them, lying, stealing, assaulting others, being cruel to others and being sexually promiscuous are all examples of deviant behaviour. Also, such behaviours may sometimes constitute a violation of legal codes, and it is often accomplished by disturbances of thought or emotion. Undesirable behaviours are believed to have the tendency to affect teaching and learning rather than promote it. Other terms used to refer to undesirable behaviours include, abnormal behaviour, misbehaviour, inappropriate behaviour, disruptive behaviour, among others. Undesirable behaviours can affect on the efficiency and effectiveness of the class in a situation where the classroom teacher is unable to maintain effective classroom control. Some common undesirable behaviours among students in the classroom include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying and lying, stealing among others (Machumu, 2011).

Hence, worries about undesirable behaviours of classrooms have been experiencing all in the world till today and teacher will have to adopt behaviour modification techniques in as to prevent undesirable behaviours of students in the classroom. Behaviour modification techniques are the traditional terms for the use of empirically demonstrated behaviour, such as altering an individual's behaviour and reactions to stimuli through his extension, punishment and or therapy. They have been used to affect children behavioural problems, improve teaching methods in schools, improve conduct in classroom, train developmentally disabled children in self-help skills, reduce substance abuse, reduce depression and anxiety, promote people's health and prevent illness and improve work productivity and safety. Egbule (2009) the approaches used in correcting behaviour are quite varied. Operant techniques include some that deal with the consequences that strengthen the target behaviour. Positive reinforcement involves introducing a pleasant event after target behaviour and negative reinforcement involves removing and or reducing an aversive circumstance if target behaviour occurs. Evertson and Emmer (2009) Stated for a teacher to maintain good behaviour throughout the year, he/she will have to be actively involved in maintaining pupils' cooperation and compliance with necessary classroom norms, rules and procedures. Hence, researchers recommend four important ways a teacher can use to prevent classroom undesirable behaviours:

- Monitoring pupils' behaviour and academic progress carefully.
- Regularly in the use of procedures, rules and consequences.
- Dealing with inappropriate behaviour promptly.
- Building positive climate with an emphasis on reinforcing appropriate behaviours.

Concept of Behaviour and Classroom Undesirable Behaviours
Onwuasoanya (2008), agrees that behaviour is a peculiar way an individual behaves. This peculiar way could be good or bad. Behaviour is often looked at as being a result of one's biological component and the environment in which he/she grew up. Okorie (2005) said that behaviour is a way an individual functions in a particular situation, it is a learned experience acquired consciously or unconsciously. An individual's behaviour patterns are acquired experiences learned through exposure which gradually culminate into internalization of facts that become part and parcel of the individual. Behaviourists according to Okorie (2005) found that behaviours are both innate and learned through interaction with the environment. This behaviour is modifiable since they can be determined by their frequencies and types or

nature of reinforcement. Habits are things we learn through practice, and the more we practice them, the more we can repeat them efficiently. Habits are behaviour patterns that we display regularly as they have become part and parcel of our everyday life. These are traits we learn, internalize and practice regularly as part of our way of behaviour or living. Behaviour of an individual is highly influenced by prevailing circumstance in the home.

Okorie (2005) views undesirable behaviour in classroom as a result of lack of home training, which may result to dishonesty, drug abuse, truancy, cultism, sexual immorality, bullying, theft, alcoholism and noise making. The major problem in the school is that of maintaining a unified and coherent collective conscience and behaviour. Anagboso (2009) found that cheating is an undesirable behaviour of students, those fraudulent and deceptive actions performed by student. Among such dishonest behaviours, exams malpractice, plagiarism, fraudulent admission acts, collaborating with peers to cheat in assignment fighting, and using abusive language. All these are some of the bad behaviours found in the classroom. Truancy is common among children with bad behaviour. They absent themselves from school without permission from parents or school authorities. Sometimes they may leave home for school but divert to other activities or places, which may lead them into trouble. Hyperactivity is another characteristic common among badly behaved individuals. The individual may have difficulty in concentrating or attending to any meaningful activities for a reasonable period of time. They are not organized and have difficulty waiting for their own turn. At times the individuals react negatively to positive things and it is a bad behaviour that needs to be modified at all cost.

Onwuasoanya (2008) found that good behaviour is the best because, it is acceptable worldwide. All ethnic groups' culture admits good behaviour. For example, if aggression typically, results in an outcome that an individual finds desirable (example attention, avoidance, reduction of frustration etc.), this person would be more likely to be aggressive in the future. Most often undesirable behaviours of students include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying and lying and stealing (Machumu, 2011). Classroom disruption refers to the behaviour that a reasonable person would view as substantially or repeatedly obstructing and frustrating the environment of the classroom, usually, disruptive or undesirable behaviour affects the teachers' efficiency negatively to conduct the class, or the capability of other students to profit from the instruction. According to Finn, Fish & Scott, (2008) disruptive behaviour within the classroom is defined in different terms associated with student's behaviour that is., coming late, leaving seats, cutting class, refusing to follow directions, speaking without permission, not completing assignments, and cheating. Such types of disruptive classroom behaviours are directly connected to dropping out or poor and reduced academic achievement. Research has found that non-compliance or disobedience in the classroom as well as depressed academic performance can be associated to drug and alcohol use among the disobedient and mischievous students.

Techniques for Behaviour Modification
Techniques are those ways aimed at enforcing behaviour when they are appropriately done by an individual. Behaviour when reinforced in a positive way encourages the student to keep it up and make the bad behaviour to change to good. Technique for behaviour modification refers to establishing appropriate behaviour in individuals and discouraging those that are undesired among the students. Behaviour modification is a term used to describe any process derived from learning theory. To understand behaviour modification we have to grasp the two main concepts that is based on classical and operant conditioning. Classical conditioning is credited to Wan Pavlov. It is produced by persistently pairing of two stimuli, one of which evokes an automatic response. Akinde, (2005) opined its response naturally in learning (unconditioned response – UR) elicited by an unconditioned stimulus (US), comes to be elicited by a different and formerly neutral stimulus (NS) and becomes a conditioned stimulus (CS) Operant conditioning is the process by which an operant response is strengthened or weakened by the consequences that follow it. Behaviour modification is a technique which involves the application of

principles derived from research in experimental psychology to alleviate human suffering and increase human functioning. Behaviour modification, which is sometimes called behaviour therapy, is the application of empirically demonstrated behaviour change techniques to improve one's behaviour such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and reduction of maladaptive behaviour through punishment.

Therefore, Undesirables behaviours such as fighting, bullying, stealing, cheating and noise making are some of classroom disruptive behaviour among student. As teacher we have some traditional way of modifying a student example by canning the child or knelling him/her down. Behavioural modification is described as the systematic application of principles derived from learning theories in psychology (Asonibare 2016). The techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It is also used in teaching new behaviour patterns. In extinguishing unwanted deviant behaviour among in-school adolescents, there are many strategies that can be employed.

Token Economy: Token economy represents a system in which expected behaviour is reinforced with tokens (primary rein forcers) and later exchanged for rewards (primary reinforcers). Token can be in the form of fake money, (dormy), stickers, symbols, etc. while rewards can be snacks, privilege and activities and so on: Nwankwo (2007) found that token economy as the technique which allows therapists to give conditioned reinforcers to individuals for behaving as targeted (in a desired manner). Here, conditioned reinforcers may include giving points, use of metals, card/tickets, symbols. These are later exchanged for books, pencils, erasers, buckets, privileges and so on as may have been agreed on by the therapist and the client. Token economy "can be effective if the teacher rewards a truant pupil for being present for a whole week and promise that more rewards await him if he will be frequent at school.

Reinforcement: The application of reinforcement help in preventing undesired behaviour among school children. Winkielman (2005) stated that reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. It includes reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. There are different types of reinforcement; these are intrinsic reinforcement (that is when behaviour strengthens itself e.g. eating and playing music), extrinsic reinforcement (this is when the behaviour is strengthened by external consequences), primary reinforcement (things that are important to life such as food, water) and secondary reinforcement (things like money and praise). Other strategies for behaviour modification include:
i Premack Principles. This can also be called "grandma's rule". This is when the counsellor
uses preferred behaviour to reinforce less preferred activity.
ii Token Economy. This is when positive behaviour is reinforced with an exchange for reasons.

Punishment: this can also be used in reducing undesirable behaviour. It refers to the use of pain to decrease undesirable behaviour. This is often used when all other techniques have failed. There are two major types of punishment: positive punishment (when the counsellor employs aversive stimuli like kneeling down and flogging) and negative punishment, it refers to the withdrawal of some due from the offender) (Asonibare 2004). Onwuasoanya (2006) agreed that teacher sometimes, give token economy as symbolic reinforces to students when they exhibit desirable behaviour. The symbolic reinforces and later exchanged for genuine reinforces (Prizes and award), a token economy is a kind of operant conditioning that applied to decrease undesirable behaviours.

Extinction: This is a type technique commonly used in homes, schools and offices. It is technique used to eliminate undesirable behaviour. This technique can be used intentionally. In a staff meting, for instance, a staff member may want to make a contribution but may not get the recognition or the mandate of the head to do so. If the head continues to ignore the staff in spite of his effort to be recognized the staff may become frustrated and hurt and may vouch never to contribute at staff meetings. The use of extinction to decrease undesirable behaviour is gradual and tends to get worse initially before it begins to improve. Okeke (2002) stated that when extinction is initially used to decrease undesirable behaviour, that can be tolerated temporarily i.e. behaviour whose stamping out will rather hurt the client or others. Extinction should not be used in stamping out undesirable behaviour like fighting, drinking smoking

marijuana and bullying. In using extinction to eliminate undesirable behaviour, there is need to ensure that what is reinforcing particular undesirable behaviour can be withheld. Students who scarcely keeps the rules and regulation of the school and who insults teachers can be said to have undesirable behaviour.

Teaching Strategies: these are appropriate teaching methods the teacher adopts while teaching the students to correct unwanted behaviour. Nwankwo (2007), Use stories telling and role-playing methods to teach the students enable them to behave in your classroom.

Shaping: Shaping as the name suggests is a behaviour modification technique used to teach a new behaviour. The modifier or therapist does not wait until the client achieves the targeted desired behaviour before he/she is reinforced. But rather successive steps towards learning the desired behaviour are reinforced according to an increasingly rigorous criterion Nwankwo (2007). What the teacher does first is to give a clear description of what the child has to learn to do and then start by reinforcing something the child does that somehow resembles it. Progressively thereafter, behaviours, that increasingly approximate the desired behaviour, are reinforced until the child, consistently elicits the target behaviour. Shaping involves breaking down tasks into small steps, a chaining process, and then reinforcing the client as he accomplishes each step.

Time out: This is a technique that decreases the undesirable behaviour of students in the classrooms. It is sometimes called removal punishment Nwankwo (2007). Time out is adopted especially when a teacher believes that the attention of other students is a motivating tool to reinforce misbehaviour so that the student is denied of this reinforcement. A case of a girl who leaves her home with school uniform every Friday only to hide at the back corner of the school until story telling period, simply because she hated mathematics. She walked into the class during story telling session and was assigned to time out as a consequence of her truant behaviour. Time out among others has generally been found to reduce truancy among primary school pupils.

Social Learning Theory

Observation learning theory is propounded by Albert Bandura. This theory focuses on social interaction of an individual. This theory also addresses how the behaviour of an individual influences the behaviour of another in a group process of students. Achemu (2008) believed that social learning theory explain how people learn behaviour. People learn by observing other bahaviours. The good behaviour brings out desired outcome in behaviour modification social learning theory suggests that behaviour is influenced by these environmental factors or stimuli. Albert Bandura (1977) believed in Achienu's work and also in Anagbos work that this theory incorporates aspects of behavioural learning which assumes that peoples environment (Surroundings) contribute highly to cause their behaviour. Hence, cognitive learning presumes that psychological factor is very, very important in influencing how an individual behaves. Anagboso (2009) agreed that social learning theory views a learner as a member of social group, it is expected to give regard to disapproval or the generalized reinforces of a social group.

Empirical Reviewed Studies

Arinze and Ojoru (2009) carried out an investigation the effect of cognitive behaviour modification strategy (CMBS) on youth readiness aptitude to cub aggression in the universities. The data generated were analyzed using percentages and t-test statistics for related samples. The findings of the study showed that cognitive behaviour modification strategy had a positive and significant effect on youth readiness aptitude to curb aggressiveness. It was also discovered that there were incidences of undesirable behaviour among the youth and there is significant difference in the mean achievement score of the youths at the pre and post-test stages and that there is no significant difference in the mean score of the youths between female and male. Sharma et al (2015) carried out a research on the five most common behaviours seen in the classroom using the following behavioural modification strategies. There was no significant difference in the mean score of the respondents based on gender and age. Okorie (2005) also conducted a research on cognitive behaviour therapy in improving the post primary school teachers in schools. This study investigated the differences in cognitive behaviour therapy (CBT) in achieving the cognitive behaviour of pupils in primary schools of Anambra state. The finding showed that teachers'

cognitive therapy (CBT) had a positive impact on teachers to improve on their education. It was also find out that teachers in urban areas go to school more than teachers in rural areas. Hence, this study was carried out to determine the incidences of undesirable behaviours in classroom among secondary school students and modification techniques employed by teachers in Ilorin-West, Kwara State, Nigeria.

Research Question
1. What are the incidence an undesirable behaviours in classroom of secondary school students in Ilorin-West, Kwara State, Nigeria?
2. What are the behaviour modification techniques employed by teachers in Ilorin-West, Kwara State, Nigeria?

Research Hypothesis
Ho_1: There is no significant difference in the incidences an undesirable behaviour in classroom among secondary school students in classroom on the basis of gender
Ho_2: There is no significant difference in the behaviour modification techniques employed by teachers on the basis of gender.

Methodology
The research design adopted in this study was descriptive survey. The population comprised secondary school teachers in Ilorin West Local Government Area, Kwara State, Nigeria. Target population were all teachers in public junior and senior secondary schools. 10 secondary schools were sampled, while from each selected school, Simple random sampling technique was used to select 20 teachers among 657 teachers in all the schools in the L.G.A (Ilorin West). Two researcher's developed instruments were used to collect the necessary data from the respondents. The questionnaires tagged "Incidences of Undesirable Behaviour and Modification Techniques Questionnaire" (IUBMTQ). It has three sections: A, B and C; Section A has five items that elicits personal detail about teachers. Section B comprises 14 questions on the Incidences an Undesirable Behaviour. Section C also comprised 7 questions on the Modification Techniques. Validity and Reliability of the Instrument, face validity of questionnaire was determined through three lecturers in educational research for vetting. Corrections were made and approval was given; thereby, making the instrument valid. The reliability of the instruments was established through one week interval test re-test co-efficient of reliability with 0.66 and 0.75 respectively. The reliability co-efficient was considered high enough and suitable for use in the study. The questionnaire was designed on four-point liker's scale that is, Very Often (VO), Often (O), Sometimes (S), Never(N) and Strongly Agree (SA), Agree(A), Disagree(D) and Strongly Disagree(SD). mean and standard deviation were used to answer research questions. The mean score of 2.50 and above was accepted while a value below 2.50 was rejected. The t-test was used to test hypotheses at 0.05 level of significance.

Results
Research Question 1: what are the incidences of undesirable behaviours in classroom among secondary school students in Ilorin-West, Kwara State, Nigeria?
Table 1: Mean and standard deviation of incidences of undesirable behaviours in classroom among secondary school students in Ilorin-West, Kwara State, Nigeria

S/N	Items	Means	Std. Dev.	Decision
1.	bullying	2.71	0.91	2nd
2.	excessive noise making	2.81	0.87	1st
3.	use of foul language	2.53	0.94	5th
4.	slandering	1.80	0.74	13th
5.	stealing	1.81	0.82	12th
6.	lying	2.21	0.96	6th
7.	fighting	2.18	0.86	7th
8.	truancy	2.10	0.80	8th

9. disobedience	2.58	1.04	4th
10. violent Acts	1.79	0.83	14th
11. disruptive Acts	2.02	0.94	9th
12. rudeness	1.88	0.87	11th
13. destructives Acts	1.90	0.83	10th
14. lateness	2.69	0.94	3rd
WEIGHTED MEAN	**2.22**		

Benchmark 2.50
The table 1 above showed that excessive noise making was ranked (1st) which indicated that is the most exhibited undesirable behaviours among the students. This shows with the highest mean score of 2.81 and standard deviation of 0.87, followed by bullying in (2nd) with mean value of 2.71 and standard deviation of 0.91, Followed by lateness which was ranked 3rd with mean score of 2.69 and standard deviation of 0.94, followed by disobedience in 4th with evident of 2.58 mean score and standard deviation of 1.04, followed by use of foul language which was ranked fifth (5th) with mean value of 2.53 and standard deviation of 0.94, followed by lying with in sixth (6th) placed among the undesirable behaviours exhibited by secondary school students with mean score of 2.21 and standard deviation of 0.96, in seventh placed was fighting with mean scores of 2.18 and standard deviation of 0.86, followed by truancy in eight (8th) placed with mean value of2.10 with standard deviation of 0.80 while disruptive acts, destructive acts, rudeness, stealing, slandering and violent acts could be considered as least exhibited undesirable behaviours among the secondary school students with mean scores and standard deviation of 2.02 and 0.94, 1.90 and 0.83, 1.88 and 0.87, 1.81 and 0.82, 0.80 and 0.74, 1.79 and 0.83 which was ranked 9th , 10th, 11th, 12th, 13th, and 14th respectively. The result from this research indicates that undesirable behaviours exhibited students in secondary school include excessive noisemaking bullying, lateness, disobedience, foul languages, stealing, fighting, lying, truancy and violent acts. From this findings, it can be observed that all the respondents agreed that excessive noise making, bullying, lateness, disobedience and use of foul language in order of magnitude are the most exhibited kind of undesirable behaviours of students in the study area since those items mentioned are above the benchmark of 2.50 with mean of while the rest items such as slandering, stealing, lying, fighting, truancy, disruptive acts, violent act and destructive act are disagreed upon by all the respondents as kind of unwanted behaviours exhibited among the students in the study area since all their mean are below the benchmark of 2.50.

Research Question 2: what are the behaviour modification techniques applied by the teachers, ilorin-west, kwara state, Nigeria?
Table 2: mean and standard deviation of behaviour modification techniques employed by teachers in Ilorin-West, Kwara State, Nigeria

S/N Items	Mean	St. Dev	Decision
1. Token economy technique	2.52	0.82	accepted
2. Punishment technique	1.94	0.70	rejected
3. Shaping technique	2.63	0.88	accepted
4. Reinforcement technique	3.41	0.80	accepted
5. Teaching technique	3.21	0.80	accepted
6. Extinction technique	2.40	0.97	accepted
7. Time out	2.53	0.98	accepted
WEIGHTED MEAN	**2.66**		

 Benchmark 2.50
Table 2 above showed the techniques employed by secondary school teachers in modifying students' classroom undesirable behaviours in the study area. The result shows that token economy, shaping, reinforcement, teaching, and time out techniques are the most used and suitable in modifying students classroom undesirable behaviours while all the respondents disagrees with other techniques such as extinction, and punishment since all their mean is below benchmark of 2.50.

Research Hypothesis 1: there is no significant difference in the incidences of undesirable behaviours in classroom among secondary school students in classroom on the basis of gender

Table 3: mean, standard deviation and t-value on the the incidences of undesirable behaviours in classroom among secondary school students in classroom on the basis of gender

Gender	N	mean	SD	df	cal. t-value	crit. t-value	p-value
Male	83	69.70	4.725	198	.326	1.96	.745
Female	117	69.88	6.248				

Table 3 shows that the calculated t-value of 0.326 is less than the critical t-value of 1.96 at 0.05 alpha level. Since the calculated t-value is less than the critical t-value, the hypothesis is not rejected. This indicates that there is no significant difference in the incidences of undesirable behaviours in classroom among secondary school students in classroom on the basis of gender.

Research Hypothesis 2: there is no significant difference in the behaviour modification techniques employed by teachers on the basis of gender.

Table 4: Mean, Standard Deviation and t-value on the behaviour modification techniques employed by teachers on the basis of gender

Gender	N	mean	SD	df	cal. t-value	crit. t-value	p-value
Male	83	67.19	3.867	198	1.89	1.96	.059
Female	117	67.87	3.062				

Table 4 shows that the calculated t-value of 1.89 is less than the critical t-value of 1.96. Since the calculated t-value is less than the critical t-value, the hypothesis is not rejected. This indicates that there is no significant difference in the behaviour modification techniques employed by teachers on the basis of gender.

Discussions

Finding, incidences of undesirable behaviours in classroom among secondary school students showed classrooms undesirable behaviours exhibited of secondary school students in the study area include excessive noisemaking bullying, lateness, disobedience, use of foul languages, stealing, fighting, lying, truancy and violent acts among others. The finding corroborates with Machumu, (2011) found that common undesirable behaviours of students in the classroom include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying and lying, truancy, lateness, noise making, stealing among others.

Also, result on the behaviour modification techniques employed by teachers revealed that token economy, Reinforcement, Teaching, Time out, Shaping and Punishment and Extinction techniques were employed by teachers for students behaviour modification in the classroom. The finding corroborates with Asonibare (2016), who found that as the systematic application of principles derived from learning theories and experience in psychology as behaviour modification techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours.

Study revealed there was no significant difference of incidences an undesirable behaviour in classroom among secondary school students in classroom on the basis of gender. The findings of this study agrees with Arinze and Ojoru (2009) found there were incidences of undesirable behaviour among the youth, there was significant difference in the mean achievement score of the youths at the pre and post-test stages and there was no significant difference in the mean score of the youths based on gender. The study showed there is no significant difference in the behaviour modification techniques employed by teachers on the basis of gender. This study corroborates with finding of Sharma et al (2015) found that there was no significant difference in the mean score of the respondents based on gender and age. This outcome

shows that behaviour modification strategies are effective techniques that reduce problem behaviours of pupils in the class

Conclusions

From the finding, it was discovered both male and female respondents reported that there were incidences of undesirable behaviours among secondary school students in the classroom. Moreover, it equally revealed that all the respondents adopted the behaviour modification techniques in the classroom. Majority of the respondents attested to the fact that behaviour modification techniques are an effective tool in modifying undesirable behaviour among secondary school students. The study reveals there is no any significant difference in the incidences of undesirable behaviours in classroom among secondary school students in classroom on the basis of gender and there is no significant difference in the behaviour modification techniques employed by teachers on the basis of gender. It is hereby recommended that government through various ministries of education in every state should engage with school authorities, Non-Governmental Organizations and educational stakeholders to organize seminars and workshops to sensitise teachers on the appropriate use of behaviour modification approaches. The educational psychologists and counsellor can enlighten the teachers, parents and guardians on the causes of undesirable behaviours of students. School counsellors should, from time to time organize teachers' forum to re-educate teachers on the relevance of using behaviour modification techniques in modifying students. Teachers should endeavour to apply the techniques in every teaching to ensure desirable behaviour of the students. School authorities should reinforce the use of behaviour modification as an alternative to punishment.

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