PERCEPTION OF TEACHERS ON THE USE OF REINFORCEMENT IN MANAGING STUDENTS' INAPPROPRIATE BEHAVIOURS: IMPLICATIONS FOR COUNSELLING

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Abstract

The study investigated the perception of teachers in Ilorin Metropolis on the use of reinforcement in managing students' inappropriate behaviour. The researchers designed a questionnaire items tittle Use of Reinforcement on Behaviour (URB). The simple random sampling procedure was used to select 240 teachers from the three Local Government Areas (East, West and South) in Ilorin Metropolis. The respondents were stratified based on the four study variables. A reliability index of 0.70 was obtained using Person Product Moment Correlation statistical method. Descriptive analysis was used for the demographic data of the respondents, t-test and Analysis of Variance (ANOVA) statistics were used at 0.05 alpha level. The results revealed that reinforcement technique can be used to manage inappropariate behaviour like disobidence to school authority and indecent dressing among students. Respondents were not different in their perception on the usage of reinforcement technique in managing students' inappropriate behaviour on the basis of gender, school type and teaching experience. However the respondents differ on the basis of educational qualification of the respondents. It was thereforere commended thatteachers should be trained and re-trained through capacity building workshops and seminars on different use of reinforcement strategies.
Keywords: Reinforcement, Inappropriate Behaviour, Teachers and Counselling

Introduction

Education is an important instrument for national development. This assertion is reflected in the Nigerian Policy on Education (Federal Republic of Nigeria, 2013). The issue of effective classroom management cannot be overemphasisedif the goals and aims of education must be achieved in Nigeria. There have been worries from various stakeholders about the inappropriate behaviour among secondary school students. A school is a place where the custom, attitudes and ways of life are passed down from one generation to another (Laolu, 2005). In aevery organization, members are governed by norms and laws that direct the affairs of individuals. Compliance to the school regulations and rules sets high standards of discipline within the school system (Asaolu, 2007).

Cruickshank, Jenkins and Metcat (2003) stated that a common and persistent problem among teachers is students' misbehaviour. Some students are from homes where parents care lesson on training their children and this adversely impacts their readiness to learn (Lewis 2004). Lewis (2004) further stated that undesirable behaviour exhibited by students in schools has the propensity to negatively influence learning.Inappropriate behaviour significantly disrupts individual learning, social acceptance, and opportunities for inclusion into the society at large. There is a connection between behaviour and learning and as such behaviour should not be overlooked in thelearning process (Grigg, 2010). As such, there is a need for behaviour modification through the use of reinforcement strategies.According to Asonibare (2016), behaviour modification is the scientific way of modifyinginappropaite behaviour. This process can help to extinguish unwanted behaviour and established the occurrence of the desired behaviour. Skinner explicitly explained the use of reinforcements and its impact on reducing undesirable behaviours.

Slavin (2009) emphasized the use of reinforcement technique in the classroom. The researcher described reinforcement as antecedent and stimuli that fortifies behaviour and increases the frequency

of its occurrence. Morongwa (2010) observed that are three types of misbehaviour which are disciplinary problems for the educator in the classroom and these include misbehaviours that inhibit the learner's learning, misbehaviours by one learner which is destructive to the education of another and misbehaviourswhich are disrespectful, defiant or abusive to the educator. Acoording to Zubaida (2009) the most common types of inappropriate behaviour among the secondary school students include truancy, bulling, disobedience to school authority, stealing, drug abuse, vandalism and many other antisocial vices. A lot of these students find it difficult to comply with laid down rules within the school system (Mary, Peter, Sabina, Florentina & Naphtal, 2015).

It is important to note that achieving educational objectives lies onteachers abilityto manage the behaviour of the learners and create a classroom friendly environment (Regina & Daniel, 2007). The use of reinforcement enhances effective instruction (Emmer &Stough, 2001). Some experts ascertain that classroom organisation and behaviour management competencies have a way of influencingstudents academic performance (Ingersoll & Smith, 2003).

Reinforcement which could be intrinsic or extrinsic is one of the cardinal force that influencesstudents behaviour. Teaching exercise cannot be said to be successful until there is a positive change (Cotton, 2008). It is worthy of note that teachers can control the classroom environment using reinforcement strategy (Slavin, 2009). Igbo (2005) explained that the use of appropriate reinforcement is essential in attaining a desirable behaviour. For example, ordinary praise might work better than giving gifts. Teachers' should skillfully use practical reinforcement when necessary to motivate the student to carry out essential learning tasks. Reinforcement builds students character and promotes classroom interactions (Garber, 2006). The hope and purpose of schooling largely depends on how the teacheris able to impact the lives during instruction.

The use of reinforcement technique enhances classroomlearning (Marzano& Pickering, 2007). Successful delivery of educational instructions could be a function of an appropriate instructional reinforcement strategy. It is crucial to establish when reinforcement will be appropriate. Repeated use of reinforcement might make the whole process ineffective. Thus, the use of reinforcement in the teaching and learning process can enhancestudents academic achievement. In the following, different types of reinforcement schedules are listed below:

- *Fixed-ratio schedule*. This is when reinforcement is delivered after every *positive* response (e.g., the child gets a cookie after each five name spellings).
- *Fixed-interval schedule*. Are reinforcement delivered after a fixed length of time (e.g.,the child gets a package for the first correct spelling of his name after five minutes have passed since the last reinforcement).
- *Variable-ratio schedule*. This is a type of reinforcement given after a variable number of responses (e.g. a child gets a reward on average every third time he spells his name correctly).
- *Variable-interval schedule*. At this point, the teacher reinforces after a variable time (e.g., each time the child spells his name correctly, the teacher gives such a student a gift).
- *Differential reinforcement of incompatible behaviour*. A different response is reinforced toreduce the occurrence of unwanted behaviour (e.g., the teacher can decide to give a gift whenever he asks instead of screaming).
- *Differential reinforcement of other behaviour*. Reinforcement is delivered to any behaviour other than the undesired one to reduce repeated behaviour (e.g., the child gets a gift whenever he/she uses his hands to do anything other than screaming).
- *Differential reinforcement of lowrate behaviour*. A techer can use this method to encourage low rates of respones. It is closely relatedto intervalprogrammes, except that in using this method the teacher reset the time required between behaviours (e.g., the students can get the attention of the teacher if he/she asks for it not more than once every10 minutes; he gets none if he asks more often).

- *Differential reinforcement of highrate behaviour.* Reinforcement can be used to increase high rates ofresponses. It is like a schedule given at interval, except that a minimum number of responses arerequired at an interval to receive reinforcement (e.g., theteahcer can ask the child to interact with an object 10 times within a 10minute break to get a cookie).
- *Verbal reinforcement.* Teachers often used this in reducing undesirable behaviour and strengthened the desired one. Verbal reinforcement involves the use of praise when a child does what is right.

Though from different background, students have their unique and peculiar problems that are capable of disrupting educational goals and objective. Effective and appropriate use of reinforcement have the potency of instilling decorum and discipline in the classrooms, hence the teachers' knowledge and usage of classroom management strategies is crucial.

Research Question
1. What are the inappriopriatebehaviourscommonly managed by teachers using reinforcement techniquein schools?

Research Hypotheses
1. There is no significant difference in the usage of reinforcementtechniques inthe management of studentsinapropriatebehavioursbased on teachers' gender.
2. There is no significant difference in the usage of reinforcement techniques in the management of students inappropriate behaviours based on the school type.
3. There is no significant difference in the usage of reinforcement techniques in the management of students inappropriate behaviours based on the teachers' teaching experience.
4. There is no significant difference in the usage of reinforcement strategies in the management of students inappropriate behaviours based on the teachers' educational qualification

Methodology
The descriptive survey method was used for the study. A quantitative approach was used to collect data from respondents. The researcher designed a questionnaire item tittle Usage of Reinforcement on Behaviour (URB). The simple random sampling procedure was used to select 240 teachers from both public and private schools from three Local Government Areas (East, West and South) in Ilorin Metropolis. The respondents were stratified based on the variables of the study. Simple random sampling techniques give an equal probability of being selected to all the members of the population. Descriptive analysis was used for the demographic data of the respondents. Also, the measure of central tendency (mean) was applied to rank the response, t-test and Analysis of Variance (ANOVA) statistics were used at 0.05 level of alpha.The instrusment was validated by experts and a test re-test procedure was employed to determine the reliability of the instrusment. The instrusment was served to respondents who did not form part of the final respondents twice at an interval of four weeks and a reliability index of 0.70 was obtained using Person Product Moment Correlation

It is also observed that out of 240 respondents that participated in the study, 116(48.3%) are male while 124(51.7%) are female. It indicates that female respondents participated more in the study than their male counterparts.101 (42.1%) of the respondents have less than 10 years of teaching experience while 139 (57.9%) of them have more than 10 years of teaching experience while 64(26.7%) of the respondents have NCE qualification, 117(48.8%) have First Degree qualification while 59(24.6%) of the respondents have Post Graduate Degree as their highest qualification obtained. The result indicates that the respondents with B.Sc/B.Ed participated more in the study. The respondents from private school havea frequency of 117(48.8%) while 123(51.3%) of the respondents are from public schools.

Research Question 1: What are the inappriopriate behaviours commonly managed by teachers using reinforcement technique in schools?

Table 1: Mean and Rank order in the use of Reinforcement Techniques in Managing Students' Inappropriate Behaviours

S/N	As a teacher, I usethe reinforcement techniques to reduce incidence of:	Mean	Rank
1	disobidenceto school authority	3.54	1st
3	indecent dressing among students	3.33	2nd
4	Theft	3.17	3rd
2	Truancy	3.15	4th
14	use of mobile devices in the classrooms	3.07	5th
5	noncompliance to deadlines in the submission of assignments	3.06	6th
13	persistent lateness to school	3.03	7th
12	examination malpractice	3.03	7th
6	Bulling	3.02	9th
9	Restlessness	3.00	10th
10	Anxiety	2.97	11th
11	anger outburst	2.95	12th
8	disturbance in the classroom	2.81	13th
7	Insensitivity to school rules and regulations	2.68	14th
15	Absenteeism	2.66	15th

Table 1 shows that item 1,3 and 4 has the highest mean score of 3.54, 3.33 and 3.17 respectively. The mean score of all the items are more than the mid mean of 2.50. this clearyly shows that reinforcement has positive influence in controlling all these behaviours.

Hypotheses Testing
Hypotheses One: There is no significant difference in the usage of reinforcement techniques in the management ofstudent's inappropriate behaviours based on the teachers' gender.

Table 2: Mean, Standard Deviation and t-value on the of reinforcement in management of students inappropriate behaviourbased on the teachers' gender

Gender	Mean	N	SD	df	Cal. t-value	Crit. t-value	p.-value
Male	60.73	116	6.74				
Female	59.77	124	7.45	238	1.04	1.96	.154

Table 2 shows that the calculated t-value of 1.04 and the critical t-value of 1.96 at 0.05 level of significance. Since the p-value of .154 is higher than 0.05; thus, the hypothesis is accepted.

Hypotheses Two: There is no significant difference in the usage of reinforcement techniques in the management of student's inappropriate behaviours based on school type

Table 3: Mean, Standard Deviation and t-value on the Usage of Reinforcement Techniques in Management of Students' Inappropriate BehaviourBased on School Type

School type	Mean	N	SD	df	Cal. t-value	Crit. t-value	p.-value
Private	59.91	111	7.13				
Public	60.55	123	7.15	238	0.70	1.96	.48

Table 3 shows that the calculated t-value of 0.70 and the critical t-value of 1.96 at 0.05 level of significance. Since the computed t-value is less than the critical t-value while the p-value of .480 is more than 0.05; thus, the hypothesis is accepted.

Hypotheses Three: There is no significant difference in the usage of reinforcement techniques in the management of student's inappropriate behaviours based on teaching experience.

Table 4: Mean, Standard Deviation and t-value on the Usage of Reinforcement Techniques in the Management of Student's Inappropriate Behaviours Based on Teaching Experience

Teaching Experience	Mean	N	SD	df	Cal. t-value	Crit. t-value	p.-value
<10 years	63.95	101	5.03				
>10 years	57.54	139	7.24	238	7.66	1.96	.48

Table 4 shows that the calculated t-value of 7.66 and the critical t-value of 1.96 at 0.05 level of significance. Since the calculated t-value of is more thanthan the critical t-value and a corresponding p.value of 0.48, thus the hypothesis is rejected.

Hypotheses Four: There is no significant difference in the usage of reinforcement techniques in the management of student's inappropriate behaviours based on educational qualification

Table 5: Analysis of Variance (ANOVA) showing theUsage of Reinforcement Techniques in the Management of Student's Inappropriate Behaviours Based on Educational Qualification

Source	Df	SS	Mean Square	Calc. F-ratio	Crit. F-ratio	P-value
Between Groups	2	183.60	91.80			
Within Groups	237	11983.86	50.57	1.82	3.00	.17
Total	239	12167.46				

Table 5 shows the calculated F-ration of 1.82 and the critical F-ratio of 3.00 with a corresponding p-value of 0.17, which is greater than 0.05 alpha level. Hence, the hypothesis is upheld because there is no significant difference in theusage of reinforcement techniques in the management of student's inappropriate behaviours based on teachers' educational qualification.

Discussion
The use of reinforcement for effective behavioural management and control cannot be overstressed. Although some experts like Mary et al (2015) argued that reinforcement cannot wholly remove students' inappropriate behaviours, it is a strategy that is believed to be efficient in reducing unwanted behaviours during instruction in the classroom setting. According Regina& Daniel (2007) as every

man has a 'language' they understand in a certain condition, even so, every student has an appropriate and befitting reinforcement that will reduce any form of anti-social behaviours exhibited in the classroom.

Emmer & Stough (2001) explained that the ability of the teacher to know how, when, and on whom a particular reinforcement will be appropriate for application is essential. Ali, Dada, Isiaka, and Salmon (2014) noted that failure or insensitivity of teachers to recognise these factors have the potency to propel students in various abnormal behaviours in the classroom setting.

On the basis of gender, no significant difference was found in the perception of teachers on the use of reinforcement in managing students' behaviour. In a study carried out by Ifelunni and Obidoa (2010), they found that irrespective of teachers' gender they all agreed that reinforcement technique is effective in reducing undesirable behaviour exhibited by students.

The result from the current study revealed that reinforcement plays a significant role in the management of students' behaviour irrespective of teachers' years of experience. Dada and Okunade (2014) found a significant difference between teachers' years of experience and their strategies for controlling unwanted behaviour among the students. By implication, this means that every student has the propensity to cooperate and perform well during classroom instruction when the teacher uses the right strategy during classroom instruction. Although, according to Herell, (2007) too little or too much application of reinforcement will produce an inverse result apart from the desired behaviour.

Also, no significant difference was found on the basis teachers' educational qualification. Irrespective of their academic qualification, it is important that teachers should be farmiliar with the appropriate reinforcement for variable misbehaviour (Regina & Daniel, 2007). School counsellors should encourage the use of reinforcement in handling indisciplinary cases among the students. They should also organize training for the the teachers on the importance of reinforcement technique and how it can be used to curb inappropriate behaviour among students in the school environment.

Conclusion
This study investigated the influence of reinforcement in classroom management using various variables such as gender, school type, teaching experience and educational qualification of teachers. The results revealed a positive influence of reinforcement in classroom management and control. To enhance the use of support in classroom control, teachers must appropriately used this process.

Recommendation
1. Teachers should be trained and re-trained through capacity building workshops and seminars on different use of reinforcement strategies.
2. School counsellors should educate the teachers on the effectiveness of reinforcement strategies in reducing undesirable behaviours.
3. Irrespective of gender and school type educational stakeholders should discourage the use of capital punishments by teachers in reducing undesirable behaviours among students but instead emphasized on the use of reinforcement techniques.

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