

A six week modification program to change the misbehavior of five standard two students at Holy Ghost School.



*Submitted to: The Principal of The Belize Teacher Training College
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certificate.*

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Chapter 1 Background

Traditionally, most teachers enter the teaching profession because of their enjoyment of teaching subject matter and their commitment to helping young people. Many grow disillusioned as they discover that a substantial amount of class time is spent on non-instructional duties- disciplining students.

Year after year, misbehavior of students in the classroom produces more stress to teachers than any other aspect of teaching. It also builds a high level of anxiety and frustration that sometime lead to a sense of helplessness in the classroom. The teacher as manager of his/her class needs to directly confront the problem if effective learning is to take place in the classroom.

There are internal and external factors that contribute to students misbehavior. Some may originate with the teacher and classroom conditions, the administration and school environment, parents and the community at large. Whatever the factors are, each has its influence on the lives of the students as well as what takes place in the school.

The home has an important part to play in helping children all – development; thus enabling them to cope with classroom situations. As the saying goes, “Discipline begins from home”, parents need to have a good relationship with there children..

School originated problems are sometimes the cause of deviant behavior. Reid 1991, states that classroom discipline tends to be good or bad depending upon the teacher’s skill in teaching and has personal impact as well as upon the physical environment in which the class and school operates.

Therefore the teacher needs to create a healthy classroom environment where education objective will be achieved and students actively involved in learning. According to Slavin 1991 much is spent on disciplining students and thus is negatively related to their achievements. Teachers need to find effective ways in dealing with routine misbehavior in the classroom. Thus maximum teaching time is utilized.

Statement of the problem

In recent years in the primary school system in Belize and especially in Holy Ghost School there has been a great level of concern among teachers and parents about the behavior of children in the classroom and out of school.

The absence of good discipline is very often associated with undesirable behavior, which seem to have taking on a new dimension and considered as the norm in urban schools. The effect of misbehavior of students is obvious in there academics performance. Also there is little development in social skill, such as co-operation, leadership role, and responsibility.

Based on informal conversation with teachers at Holy Ghost School, the researchers became aware of the different behavioral problems, experience in the classroom. She became interested in the topic and wanted to find possible solution to these problems so that effective teaching and learning can occur in the classroom. There were eight misbehavior identify by the teachers and these where inattentiveness, hyperactively, fighting, shouting across classroom, disrespectfulness to authority, strong verbal exchange, movement in class without permission, and incessant talking. From the eight undesirable mentioned the researchers and three other middle division teachers decided to select the five most common ones and implement a six weeks behavioral modification program geared towards changing the students disruptive behavior to positive desirable behavior.

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Purpose of the study

This study seeks to do the following.

1. To discover the types of misbehavior exhibited by students in one standard two class at Holy Ghost School.
2. To find out possible cause of misbehavior.
3. To identify effective strategies to change misbehavior into desired behavior.

It is important that teachers maintain good discipline in the classroom if effective learning and teaching is to occur. Student's misbehavior in the class is a barrier for learning and educational objectives will not be achieved.

Significance of the study

Some children's misbehavior seems to be a signal for assistance, teachers need to recognize this so as not to label children who may cause more harm and be an incentive for undesirable behavior. As Such, the study may be of significance to parents, teachers, principal, and researchers who might be interesting in studying misbehavior.

1. Teachers and principals may be able to understand the difference between normal and undesirable behaviors thus implementing a behavior modification technique that would address the problem of undesirable behavior.
2. Parents will be able to develop a closer relationship with their Children, thus enhancing the teachers' effort at school.
3. Results of this study can create awareness of behavioral Problems in Belizean Primary Schools especially Holy Ghost School.
4. Managers and principals of school in different district may Have workshops with their teachers to help minimize or alleviate behavioral problems.
5. The Education Department may become aware of the behavior problems displayed by the students in school.
6. The result of this study could be of reference material to other Schools in the Belize and other districts. Result could also be of usefulness to other researchers addressing similar issues. Other researchers will be able to carry out a wider study using a bigger sample to determine undesirable and possible causes.

Chapter 2

LITERATURE REVIEW

In any classroom or group setting, teacher and parents will some times come across children whose behavior poses a problem. However, perceptions of troublesome behavior will vary from person to person. When dealing with children with behavioral problems, it is always within the context of the perception, attitude and values of the different person with whom they come in contact with. Misbehavior however does not occur in isolation. Most frequently teachers in the classroom most likely deal with behavioral problems example: aggression defiance, fighting disruption, teasing, disrespect to authority, strong verbal exchange, talking out, unauthorized movement around the classroom, and the list goes on.

Webster's Third New Dictionary defines misbehavior, as the manner in which a person's behave in reacting to social or inner needs. Students' misbehavior as described by Joel Fisher and Harvel. L. Gochros is the improper, conduct, uncivil behavior are refers to anything, which may cause serious disturbance in class.

Several researchers have identified seven common causes of misbehavior.

1. Nutrition:

It is very important that children should have food from at least three food groups, which make a balance meal and if possible nutritious snacks in between. William L. Gardner (1979) say that without the proper amount of the food groups in their foods, children will grow to display emotional disturbance. He further states that the teacher cannot expect a maximum performance in attention, concentration or behavior in school from a child who does not eat breakfast or lunch before coming to school. Breakfast is the most important start for the day. Generally children of very

poor families are never well because they rarely have enough to eat and are usually unequipped with such basic school supplies.

2. *Boredom:*

Boredom released of frustration, tension, a desire for attention, recognition and status. Eitzen (1992) state " children are not born with socio-pathic tendencies, problem children are socially created." This seems to true, since it is known that from the moment of gestation period to birth, the child has a bond to his/her mother and those that surround him/her. As their lives develop they begin to adapt the different behavior displayed in their environment. Bandura (1988) and Axelrod S. (1983) further emphasized that family members also provide model for children especially those with whom the child is emotionally attached. Chiefly among those people are parents and older siblings.

Students often misbehavior just to escape from unpleasant activities. Some students see much of what happen at school as unpleasant, boring and frustrated or tiring. Therefore teachers need to make their lesson interesting and have students actively involve.

3. *Poverty:*

In many families poverty contributes to behavioral problems. According to Hub and Blank (1985) having too many children in an unemployment condition become breeding grounds for juvenile delinquency, crime and child abuse. Bodden (1993) cited the behavioral problem was most common among children of the lower class. She continued to say that these children more easily get into trouble with the law and engage more easily in physical fights than the middle or upper class children. According to these findings the theory that the home environment is a factor that contributed to the development of children's misbehavior.

4. *Motivation:*

Children need to be motivated and encouraged if they are to be actively involved in their learning. Children who are not

motivated enough by their teacher with well planned lessons and challenging activities will have time for disruptive behavior. Rouni (1970) states that poorly motivated children will misbehave because there is nothing else to do, and little learning occur in the classroom. Therefore classroom environment is very important in determining how children would react to subject their teacher executes and to the school in a whole.

5. Parents – lack of interest

Parent lack of interest is also a common cause of students' misbehavior. There should be a close relationship between the parents and the child. Parents should be interested in there child performance. Sometimes parents pass remarks that they are too tired to go to school and too tired busy to supervise their own children. According to Suage and Armstrong (1990) when parents have a strong interest in school and school related activities, their children perform better and feel better about school in general. In many cases in Belize those children whose parent seem not to be interested in children's performance or academic achievement are the children who give the most trouble in school and have an "*I don't care attitude.*"

6. Classroom organization:

Classroom organization and management are crucially important for the teacher. Hyde (1995) emphasize, that classroom organization and management exert a powerful influence on both the teaching and learning processes as well as the expected behavior of the children. Teachers may feel that they use a mixture of the positive and corrective approaches in their management, depending on how well they expect the children to succeed.

The physical organization of the classroom strongly influences learning in many ways. It affects for better or worse the attitudes of students and teachers through the extent to which it presents a cheerful, inviting, motivating and purposeful setting for learning. It determines in large measure how efficient teaching will

be because it provides clustering of students, movement in classroom, display and deployment of instructional materials and areas of effective practice during learning Charles (1983).

7. Discipline:

Children spent a considerable amount of their lives in school and as such teachers have direct influence over those students. A teacher may positively or negatively influence the behavior of their students. He/she has the power to mold the child into an individual that will be disciplined.

A psychologist like Durkheim strongly believes that discipline is adhering to standards of behavior. It should be used to educate children not to punish them. Misuse of discipline does not only give a feeling of low esteem but it makes the children develop a dislike for the teachers and the subjects taught at the school. Cohes and Marion (1989) states that among the four patterns that lead to disruptive behavior, dislike for teacher and school is included.

Disruptive behavior of students is seen as undesirable and affecting the effectiveness of instruction between the Primary School System. As educators we need to understand the theory of different behaviorists about children's misbehavior and positive ways of curbing them. It is obvious that a systematic approach dealing with behavioral problems must be put in place for effective learning to occur in the classroom.

BEHAVIOR MODIFICATION

In today's world every teacher is faced with problems in their classroom. Some problems may display desirable or undesirable behavior. Although teachers are greatly concerned with means of teaching new behavior, there are times when they find it necessary to decrease the rate of unacceptable students' behaviors. Teachers who do not have behavior modification skills often must resort to sending disobedient students to the principal and demand parent/teacher conferences. In many cases, they were not cure whether their techniques have worked or not. As a result of much hand on research by the various behaviorist there are now a set of learning principles popularly known as behavior modification techniques.

Behavior modification techniques basically involves the use of reinforcement such as reward to change an individual response to respect of the environment and to encourage or discourage forms of behaviors acted by on individual. There are different means of increasing and decreasing the rate of misbehavior.

Duke 1984 states that a teacher using Behavioral modification does not spend a lot of time trying to understand the reason why a particular behavior occurs, but analyzes what occurs immediately before and after the act of disobedience. This knowledge allows him/her to modify the situation so that factors that set the stage for behavior problems or that reinforce them once they take place can be controlled. Some behavior techniques used by teachers are **shaping, fading, positive reinforcement, praise, extinction, punishment and negative reinforcement.**

1. Shaping

In shaping it involves reinforcing the existing behavior that most closely resembles the desired behavior. Progressively behaviors are reinforced until the student consistently emits the target behavior. Shaping is a technique, which is good to use when students seldom work for more than a few minutes period. In shaping, the student will be given a short assignment permitted to engage in free time tasks, example, helping teacher issue books. Gradually the amount of time the students had to be working increased and the amount of free time decreased. This technique can also be used as positive reinforcement provides, either directly or through tokens.

2. Fading

Fading can also consist of the gradual removal of prompts. The behavior of interest remained the same, while the conditions under which it occurs changes. Fading is a technique used when students like to walk around in class or being out of their seats. In fading the researcher make eye contact with the students, point to his seat and remind him/her of the reinforcement program. Later eye contact alone could be used until finally the student learn to go to his/her seat without prompting from the teacher.

3. Positive Reinforcement

The behavior modification technique that is most commonly used in school is positive reinforcement. The student will be rewarded after he performs the desired behavior. Rewards and tokens are used as positive reinforcement. Rewards can be tangible example like sweets, pens, pencils etc.. If the future rate of that behavior increases, positive reinforcement is said to have occurred. Research has shown that positive reinforcement is very flexible in use. It can be alone, individually or with a group or entire class.

4. Praise

Praise can be powerful motivation for many students. One strategy, misbehavior in class is to make sure to praise students for behaviors that are compatible with the misbehavior one wants to reduce. Praise students when doing the correct act. Example, if students get out of their seats without permission, praise them on the occasions. Praise of other students is often used to get one student to behave by praising other for behaving. Peer praise is also a great motivation Slaven (1991).

5. Extinction

Another technique that reduces the frequentness of misbehavior is to discontinue the reinforcement that follows the behavior. When the behavior decreases to the level that existed before reinforcement was provided, extinction has taken place. A good example of extinction is where the teacher ignores students who continually shout when raising their hands for teacher's attention. When the child sees that he/she is being ignored, he/she will eventually cease doing the behavior.

6. Punishment/Negative Reinforcement

Another technique is punishment used to decrease behavior. Given the choice of reinforcement or punishment, teachers should use reinforcement following certain behaviors.

Chapter 3 RESEARCH DESIGN METHOD AND METHODOLOGY

This study is a case study. It is design to curb the misbehavior to desirable behavior of five standard II students at Holy Ghost School in Dangriga. Information was gathered through observation and interviews conducted by the searcher to identify the types of misbehavior exhibited and strategies used to curb the misbehavior. Behavior modification strategies were implemented to address the problems.

The behavior problems that were addressed were as follows:

1. *Teasing*
2. *Fighting*
3. *Use of strong verbal exchange*
4. *Incessant talking*
5. *Disruptive noise*
6. *Being out of seat without permission*

Behavioral strategies that were used:

1. *Praise by teachers and peer.*
2. *Positive reinforcement tangle rewards and tokens*
3. *Fading*
4. *Shaping*
5. *Extinction*
6. *Punishment/Negative Reinforcement*

DEFINITION OF TERMS

- 1. Misbehavior -- anything that causes serious disturbances or distraction in class.**
- 2. Standard II - fourth grade level at the primary school.**
- 3. Teasing - to make joke about someone by calling them names.**
- 4. Fighting - physical violence against someone and also punching.**
- 5. Strong verbal exchange – quarrels and arguments with each other in class.**
- 6. Incessant talking - continuous talking or whispering when lesson is in progress.**
- 7. Disruptive talking - shouting across the classroom or answering without permission.**
- 8. Being out of seat – disallowed movement in the class.**

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Student O is ten years old and is the only girl in the sample. She is the oldest child in a family of seven. As a single parent, Student O mother is a Guatemalan, doing domestic chores for her neighbor to earn a living. The performance of Student O is below average and extra help is needed in reading and mathematics.

Student R

Student R is twelve years old and is the third child of his family of five. He lives with his mother and stepfather who does not work. Student R's mother is the sole provider of the home. Although Student R is above the age for standard II, he is not performing at the class level. He needs a lot of help especially in reading.

INSTRUMENT

The researcher instruments for collection of data were:

- 1. Class observation check list**
- 2. Individual check sheet**
- 3. Cumulative sheet**
- 4. Behavior modification sheet**
- 5. Children's interview**
- 6. Teachers' interview**

The six undesirable behavior on the instrument were selected by the middle division teachers, after been interviewed by the researcher. They were teasing, fighting, use of strong verbal exchange, incessant talking, disruptive noise and being out of seat .

The class observation checklist was to select the sample.

The individual checklist sheet was used daily to check the frequent occurrence of undesirable behavior for the period of a week. The cumulative sheet showed the total occurrence of undesirable behavior over a six week period as recorded from the individual checklist.

The behavior modification sheet was used to indicate the strategies used during the program.

The first part of children's interview provided demographic information. The second part provided information about children's attitude towards school and teacher. This interview consisted of ten items. The teacher's interview was used to gather data on teachers qualification, relationship with students and ways of dealing with misbehaviors. It consists of seven open ended questions.

DATA COLLECTION

Data was collected by interviews and observation checklist (class and individual). The identification and selection of the sample were done in March with the use of class checklist. Students were observed throughout the day in class for a period of one week. Whenever a targeted undesirable behavior was displayed by the students in the sample, a check was placed on the observation list. After the selection of the sample, an individual checklist for each student was prepared using the same procedure. Whenever an undesirable behavior was displayed by the student a check was placed on the individual checklist. The check was totaled at the end of the week.

The behavior modification – sheet showed the strategies used during the program.

The researcher also developed two questionnaires, both teachers and pupils were interviewed.

The children's questionnaire had questions ranging from asking personal questions such as sex of students, their age, living arrangement to questions relating to attitude towards teachers and relationship with parents.

The teacher's questionnaire had questions about their qualification views on misbehaving, relationship between child's background and school performance and also on how they dealt with misbehavior in class.

The information gathered from the interviews had better prepared the researcher in dealing with the five students under observation. The children's interview was conducted by the researcher during class time, outside the classroom and lasted about ten minutes. The teachers were interviewed in classroom during their lunch break.

During the six weeks program, the students were rewarded with token and praises for their good behavior or were punished if necessary. The whole class was involved in praising and encouraging the students. Besides giving rewards, other strategies of behavior modification such as shaping, fading and extinction were used.

Question 3: What do you view as misbehavior?

Question 4: What are some of the methods you use in dealing with misbehavior?

Table I gives an indication with whom the students are living and if the parents works.

Students	Parents at home	Working
A	Mother	Mother
F	Mother & Father	Mother
I	Mother & Father	Father
O	Mother	Mother
R	Mother & Father	Mother

Question 5: How well do you the background of the children taught?

Table II give an indication of the number of children living in the homes. It is said that the Belizean family size is five, assumptions cannot be made that these students came from large families.

Question 6: Do you know anything that might be troubling these six students.

II

Students	No. of Children
A	4
F	5
I	6
O	7
R	5

Table III

Repeated	Yes	No
Boys	3	1
Girl	--	1

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Girl	--	1

A look at Table III reveals that three of the boys had repeated a class since they started school. The only girl had not repeated a class. All students were performing unsatisfactorily at Std. II level. They needed help in different subject area.

Teachers need to present a variety of instructional activities so every student will have work he/she is capable of doing. When children are given work they cannot do they become frustrated and behave in ways that greatly influence their performance.

Question 7: What is your attitude towards school?

Table IV Attitude towards school.

Attitude	Positive	Negative
	2	3

What is your attitude towards your teacher?

Table V Attitude toward Teacher

Attitude	Positive	Negative
	2	3

The response to as seen on table IV & V indicates that three students had a negative attitude towards school. This may have contributed to their performance in class. If the classroom is not conducive to learning or is not safe and comfortable to work in, then children will find the class to boring , thus resulting in disruptive behavior. The students' attitude to school play a great role in how he/she behaves in class.

Table V. Two pupils have positive attitude and three had negative attitudes towards their class teacher. Lester Sdorow (1993) states that our behavior may sometimes affect our attitudes. The way the pupils behave in class will affect their attitude towards the teacher, due to the way teacher responds to their behavior.

Table VI. Parents affection towards students

Affection	Yes	No
	1	3

Table VI shows that the students do not have a good relation with their parents. Only one student indicated that his parent was loving and patient. It is important that parents have a good relationship with their children for this influences their behavior with their fellow classmates and teachers. Statistics have shown that children who are not loved or appreciated by their parents tend to adopt unwanted behavior therefore becoming problematic at school.

According to Erikson, boys are known to exhibit more physical and verbal aggression than girls. This seems true since there were boys than girls being disruptive. Teachers and parents need to make sure that they're not modeling aggressive behaviors since children imitate those behaviors.

Table VII. Perception of misbehavior.

Students	Behavior
A	- not obedient to the teacher
F	- rude in class
I	- give teacher a lot of trouble
O	- disturb & fight in class
F	- doesn't listen to teacher

Five of the students gave their own understanding or perception of misbehavior. Their concept of what is misbehavior affects how they behave. Sometimes the teachers label certain behavior as misbehavior while pupils view the same behavior as being normal of appropriate based on the situation. Teachers need to be careful in labeling certain behaviors. Students need to be first questioned about their behavior.

Teacher's Interview

1. What is your qualification?
2. How many years of teaching experience do you have?
3. What do you view as misbehavior?
4. What are some of the methods you use in dealing with misbehavior?
5. How well do you know the background of the children taught?
6. Do you know anything that might be troubling these children?
7. Do you think there is a relationship between the child's background and his performance in school?

Children's interview

1. Sex: Male _____ Female _____
2. How old are you?
3. With whom do you live?
4. Do your parent work?
5. How many children are in your family?
6. Have you repeated a class?
7. What is your attitude towards school?
8. What is your attitude towards your teacher?
9. Are your parents loving and patient with you?
10. What is misbehavior?

Table 8**Student A
Table I Student A
Cumulative Checklist**

Undesirable behavior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teasing	5	4	2	1	1	-
Fighting	3	3	2	1	1	-
Use of Strong verbal language	4	2	1	-	-	-
Incessant Talking	6	4	3	2	1	1
Disruptive noise	3	1	1	1	-	-
Being out of seat	4	3	2	-	-	-

Table 8 1**Behavior Modification Strategies Used**

Praise by Peers and Teachers	
Rewards / Token	
Fading	
Shaping	
Extinction	
Punishment	

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Table 1

Table 1 shows the behavior of student A. It was noted that after the first week there was positive changes in his behavior. Incessant talking was the highest during the first week but decrease after program continue. There was a great improvement in behavior by the end of six weeks. Student A refrain from being out of his seat, disruptive noise and use of strong verbal language at the end attributed to the following behavior modification strategies used; praise by the teacher and peers, fading, rewards, extinction, and taking away privileges also by the end of the sixth week, student A had become co-operative , took on task assignment to her, desisted from using strong words and moving out of the seat without permission.

**Table 11 Student F
Cumulative Checklist**

Undesirable Behavior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teasing	7	7	6	2	1	1
Fighting	5	4	2	1	1	-
Use of Strong Verbal Language	5	4	3	2	-	-
Incessant Talking	4	4	3	2	1	-
Disruptive Noise	4	3	3	1	-	-
Being out of Seat	5	4	2	1	-	-

**Table II
Behavior Modification Strategies**

Praise by teacher & peers	
Rewards / Token	
Fading	
Shaping	
Extinction	
Punishment	

Student F Table II

Table II indicates that for the first week that much was done to change student F behavior. Some significant changes become noticeable for the third week onward. By the end of the sixth week he had desisted from strong verbal exchange, disruptive noise, incessant talking, being out of seat, but he was except for teasing.

Students F behavior can be contributed his home environment where he has to find for himself due to absence of his parents supports Blank (1985) findings which states that children from dysfunctional families are proven to display undesirable behavior.

To modify Student F behavior all the behavior modification Strategies were used. Taking away privilege was least used and praise by teachers and peers was the most used.

Table III Student I
Cumulative checklist

Undesirable Behavior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teasing	5	3	-	-	-	-
Fighting	2	1	1	-	-	-
Use of strong verbal language	4	3	1	-	-	-
Incessant	3	2	1	-	-	-
Disruptive noise	4	2	1	-	-	-
Being out of seat	5	4	1	-	-	-

Table III

Behavior Modification Strategies

Praise by teacher & peer	
Reward / Tokens	
Fading	
Shaping	
Extinction	
Punishment	

Students I Table III

Table III reveals that students I during the first week was always teasing and being out of his seat but by the end of the sixth week his behavior had improved significantly.

Not much work was needed for students I in trying to help him change his undesirable behavior at school. This was due to the mother support whose visited the class during the second week of the program. Charles (1983) states that a teacher who communicates with parents can count on greater parental support matter of both discipline and curriculum. It is important to note that not all the behavior modification techniques were used to curb the behavior of students I. Those used were praise by teacher and peer reward and token, fading and extinction.

**Table IV Student O
Cumulative Checklist**

Undesirable Behavior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teasing	4	3	2	1	-	-
Fighting	4	2	1	-	-	-
Use on strong verbal language	4	2	1	-	-	-
Incessant Talking	5	4	3	2	-	-
Disruptive noise	7	3	2	-	-	-
Being out of seat	8	5	3	2	1	-

**Table IV
Behavior Modification Strategies**

Praise by teacher and peers	
Rewards	
Fading	
Shaping	
Extinction	
Punishment	

Student O Table IV

Table IV indicates that student O the only girl in the sample showed positive changes after the first week. Being out of seat without permission was one of the undesirable behaviors that continued until the fifth week. Disruptive noise, fighting, and use of strong verbal language discontinued from the fourth week.

Much effort was made by student O to modify her behavior after she was threatened by the researcher to be sent to the principal's office. Four of the six behavior modification strategies were used to modify the behavior of student O. These were praise by teacher and peers, rewards, fading, extinction and taking away privileges.

Table V**Student R****Cumulative Checklist**

Undesirable behavior	Week 1	Week 2	Week 3	Week4	Week 5	Week 6
Teasing	3	3	1	-	-	-
Fighting	2	2	1	1	-	-
Use of strong verbal language	3		1	1	-	-
Incessant talking	4	1	-	-	-	-
Disruptive noise	3	3	1	-	-	-
Being out of seat	5	3	2	1	-	-

Table V
Behavior Modification Strategies

Praise by Teacher ad Peers	
Rewards / token	
Fading	
Shaping	
Extinction	
Punishment	

Student V shows that during the first week student R displayed undesirable behavior in all areas. No change occurred in the second week in three areas: Teasing, fighting, disruptive noise. Changes were seen after the third week in all areas. This means that student R wanted the best for himself and to be active in his learning. All behavior modification techniques were employed.

Behaviour Modification sheet - was used to indicate the strategies used.

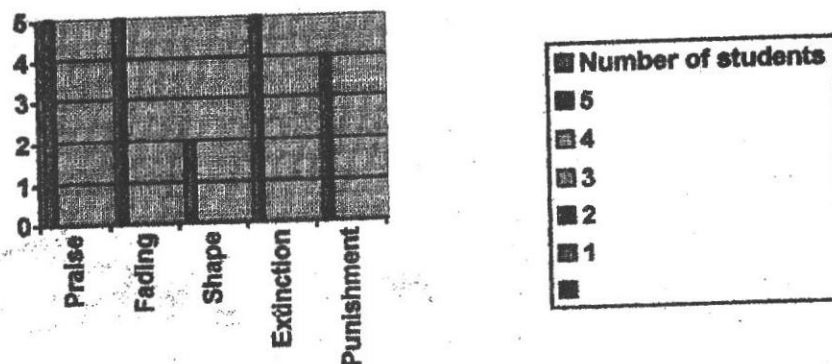


Chart I reveals that all behavior modification were employed. The one used on all the students were praise by teacher and peers, rewards and tokens, fading, extinction. Shaping, and punishment was not required by all students. Based on the result with the use of behavior modification technique the researcher can say that in appropriate behavior in the classroom.

Duke And Mackel (1984) states that behavior is learned as a result of reinforcement. Therefore teachers need to have activities providing greater reinforcement. When appropriate behavior takes place and ignoring or introducing unpleasant consequences when inappropriate Behavior occurs.

Conclusion

This study investigated the type of misbehavior exhibited by students in standard II class at Holy Ghost Primary School. Possible reasons why such behaviors were exhibited and identify effective strategies to change the misbehavior into desired behavior.

The data gathered from the student's interview on age, living arrangements, size of family and relationship within the family did not give any tangible reason why the students misbehave in class. Other variables could have accounted for their misbehavior that is the extent to which they have repeated a class and attitude towards school.

The strategies used to change the behavior of these student indicate that these students needed special attention from the class teacher. Teachers need to find out the cause of the students behavioral problems motivate and make a change in their lives. Statistics has shown that children with behavioral problems are not intellectually slow, but their failure in school is contributed to their behavioral problems. Finally it will be the teacher's own attitudes, professional skills that determine the children's educational and social development.

The major finding are as follows:

- 1. Although trained teachers need to be made aware of the behavior modification strategies.**
- 2. Teachers need to let children know what they percieve as a misbehavior.**
- 3. Children misbehave in class because they know they have certain rights. Teachers need to let children know that with rights comes responsibilities.**
- 4. Teachers need to take time out to gather information on their students background, in order to deal with the wide range of misbehavior that the children exhibit.**

5. Teachers need to be sensitive to the individual needs. This will help alleviate children 's misbehavior in the classroom during teaching.
6. Teachers need to consistent if behavior modification strategies is to be effective.

In conclusion, this researcher would like to make the following assumption, although not conclusive as contributing factor to the undesirable behavior displayed to the class two students at Holy Ghost Primary. These are environmental as follows:

1. The age of the students
2. The level of material and culture background
3. The socio-economic background of the students

Recommendations

The researcher's recommendation seeks to highlight some challenging and innovative changes in the Primary School system if we are to make a positive difference in the behavior of the children under our care.

These are:

- 1. To train teachers in different approaches to classroom management and also in dealing with children with behavioral problem.**
- 2. The urgent need for continuous supervision to teachers by principal, Education offers, and school managers.**
- 3. The eradication of overcrowded classrooms to avoid disciplinary problems.**
- 4. The need for efficient and effective resources to facilitate the learning process.**
- 5. The need for relevant Curriculum.**
- 6. Child-centered learning which would cater for the needs of each child.**
- 7. The need for parents to be actively involved in the education of their child.**

It is very important that discipline be installed in those Entrusted in our care; not only to others but most important, to themselves. This researchers believes that the discipline individual is likely to have love for learning, best for life and a wiliness to succeed. This paper was written to be a catalyst of change towards that direction.

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Appendix A

Individual Checklist

Disruptive behavior	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Teasing						
Engaging in fighting						
Use of Strong Verbal Language						
Incessant Talking						
Disruptive Noise						
Being out of Seat						

Appendix B

Cumulative Checklist

Undesirable Behavior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teasing						
Fighting						
Use of Strong Verbal Exchange						
Incessant Talking						
Disruptive Noise						
Being out of seat						

Appendix C
Table VIII
Entire Class

No.	Students	Teasing	Engaging in fighting	Use of Strong Verbal Language	Incessant Talking	Disruptive Noise	Being out of Seat
1.	A *						
2.	B						
3.	C						
4.	D						
5.	E						
6.	F *						
7.	G						
8.	H						
9.	I *						
10.	J						
11.	K						
12.	L						
13.	M						
14.	N						
15.	O *						
16.	P						
17.	Q						
18.	R *						
19.	S						
20.	T						
21.	U						
22.	V						
23.	W						
24.	X						
25.	Y						
26.	Z						
27.	AB						
28.	BC						
29.	CD						
30.	DE						

* Represent the five students