UNIVERSITY OF EDUCATION, WINNEBA

MANAGING INDISCIPLINE IN TWO SENIOR HIGH SCHOOLS IN AGONA EAST DISTRICT: THE USE OF BEHAVIOUR MODIFICATION TOOLKIT

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THE USE OF BEHAVIOUR MODIFICATION TOOLKIT IN MANAGING INDISCIPLINE IN SENIOR HIGH SCHOOLS IN AGONA EAST DISTRICT

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DECLAATION

Student's Declaration

I, Ajara Seidu, declare that this thesis, with the exception of quotations and reference contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

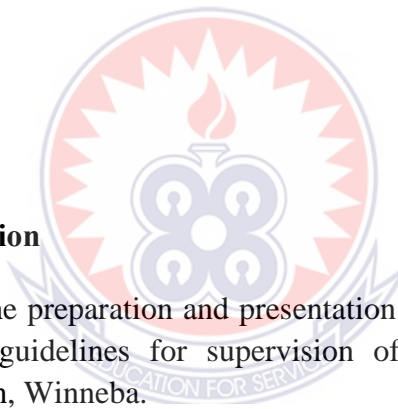**Signature**: ……………………………………

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Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: Prof. Stephen Antwi-Danso

Signature: ……………………………………………

Date: ………………………………………………

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DEDICATION

To my husband chief inspector Chare Nasir Salia, and my children Hikmat Sungnoma Salia, Hadia Zunuo Salia, Zikra Maalu Salia, Aydin Chare Salia and Sinkare Chare Salia.

ACKNOWLEDGEMENTS

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GLOSSORY

BMT   Behaviour Modification Toolkit

CAQDAS   Computer Assisted Quality Data Analysis Software

GES   Ghana Education Service

NaCCA   National Council for Curriculum and Assessment

MOE   Ministry of Education

PDT   Positive Discipline Toolkit

SHS   Senior High Schools

UNICEF   United Nations International Children Emergency Fund

UNESCO   United Nations Educational, Scientific and Cultural Organisations

WASSCE   West Africa Secondary School Certificate Examinations

ABSTRACT

The study looked at the use of Behaviour Modification Toolkit (BMT) in managing indiscipline in Senior High Schools in Agona East District, using the qualitative approach and case study as a design. The sample size consisted of 16 participants. Data were collected using semi-structured interview guide and classroom observation checklist. The gathered data were analysed using thematic approach. The study revealed that defiant behaviour, examination malpractice, substance abuse, assaults, sexual misconduct and breaking of bonds were the prevalent indiscipline behavours in senior high schools in the Agona East District. The findings also indicated that majority of teachers have poor perception towards the use of behaviour modification toolkit. Also, the behaviour modification toolkit often employed in dealing with students' indiscipline in senior high schools in the Agona East District were disciplinary committee actions, positive reinforcements, guidance and counselling services as well as bond of good behaviour. The results show further that, only a few teachers actually apply appropriate behaviour modification strategies in dealing with students' indiscipline at the various levels in the classroom. The study concluded that, teachers in the Agona East District are not using behaviour modification toolkit effectively in managing indiscipline in senior high schools, in view of the fact that they have poor perception coupled with their unwillingness to use them. It is recommended that, the education directorate in the district should organise workshops and training sessions on routine basis for teachers to update their understanding, knowledge and skills in the use of behaviour modification tools.
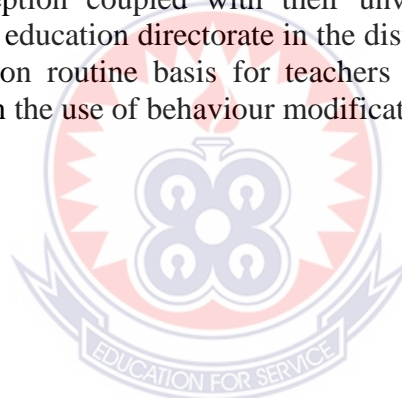
CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Education remains one of the tools for the transformation of an individual and society at large. It is one of the most powerful instruments for social change, which plays a crucial role in nation-building. According to Idowu and Esere (2007), education helps to develop people's intellectual and functional capabilities. The school is a place where students acquire needed competencies for various vocations. Specifically, Senior High School (SHS) education in countries all over the world is meant at preparing the learners for valuable living conditions within the society and training for further education. Thus, it develops the cognitive, affective, and psychomotor skills of learners in order to become functional in the society socially, politically, and economically. Through the school system, the society hopes to inculcate good morals and gets its people to conform to the norms and values of the society. Therefore, in order to live a valuable life within any given community and contribute towards the social, economic, and political development of the nation, the appropriate skills, values, attitudes and knowledge must be impacted into the individual.

According to Ali, Dada, Isiaka, & Salmon, (2014), discipline connotes teaching the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. This implies that, the school has a primordial role to play in instilling discipline into their students. As such, school administrators and teachers should enforce acceptable behaviour in their students. From the above, it is evident that, discipline seeks to ensure the safety of staff and students and, also, to create an

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atmosphere conducive to learning (Lochan, 2010). Also, Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most school which experienced frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. One can say that discipline comes through effective management of an organisation.

Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values (Asiyai, 2012). This denotes that indiscipline is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system. In fact, indiscipline remains an old human phenomenon in the 21st century. Students' indiscipline can be traced back to the early years of colonisation. Throughout the last decade of the 20th Century, increased attention was given to the lack of discipline and growing use of violence among young people, particularly in and around schools. From the global perspectives, the rates of absenteeism, vandalism and delinquency is on the rise in some parts of United Kingdom. Cases of high incidence of drug and drug related crimes in some parts of Britain are described as 'no-go areas' (Reid, 2003). Also, Chicago, New York, Washington and Detroit have also encountered series of students' violence, truancy schools, school-based robberies, vandalism, extortion and insolence to staff (Reid, 2003). Also, according to Yeboah (2020), 15% of students break classroom rules on a regular basis while additional 5% of students are chronic rule-breakers in the United States of America. Also, a study by Shin and Koh (2008) in Korea and U.S. indicated that 32% of 116 public high school teachers described 25-50% of their students as behaviourally difficult to teach.

In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools. For example, there is an outcry of educators, administrators and parents about the increasing rate of indiscipline in Cameroon secondary schools (Ngwokabuenui, 2015). Also, Atunde and Aliyu (2019) stressed on the high prevalence of students' disciplinary problems in recent years in Nigeria. According to them, poor disciplinary behaviours observed in most Nigerian secondary schools includes hooliganisms, vandalism, dishonesty, lack of respect and lack of consideration for elders and those in constituted authority, rudeness, selfishness, avarice, indolence, gambling, involvement in cultism, engagement in ritual activities, smoking of Indian hemp within the school premises, loitering during school hours, examination malpractices, illicit affair between teachers and students and among students, disloyalty and other unpatriotic acts, lack of public-spiritedness and consideration for others, drunkenness and indecent dressing.

In Ghana, the case is not different. The use of abusive or derogatory language, frequent lateness to school by both teachers and students, rioting, sexual harassment, rape and gang rape, forging of certificates, impersonation, aiding and abetting cheating in examinations, lesbianism, cultism, and other maladaptive behaviours are just a few examples of indisciplinary acts in the country's schools that have been proven in literature (Yeboah, 2020). In the same way, Danso (2010) lamented the high levels of lawlessness and indiscipline in Ghanaian educational institutions. He noted that teenagers in primary and secondary schools commit acts of indiscipline on a daily basis, with no day going by without a report of one. Eshun (2020) bemoaned over the prevalence of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions.

Fosu-Ayarkwah (2020) has advocated for the reinstatement of corporal punishment in schools. He attributes the increasing rate of student indiscipline to the GES complete ban on all forms of corporal punishment in 2016. He added that though the positive Discipline Toolkits was introduced to deal with students' misconducts at all pre-tertiary institutions in Ghana, there is still some laxity in the system allowing students to engage in various deviant behaviours like smoking, alcoholism, stealing, hooliganism and immoral sexual activities. Teachers were not even aware of these alternative strategies like the BMT in dealing with students' misbehaviour.

Student indiscipline impinges on learning activities in the school environment and countries all over the world have promulgated reasonable disciplinary policies and procedures. From the global perspective, teachers from about 28 states in U.S. around the seventeenth century were given parental right to administer corporal punishment to students when dealing with disciplinary problems (Yeboah, 2020). Other approaches employed by United Kingdom and other developed countries included teacher effectiveness training, a positive approach using teacher-student mutual respect and bounds creation, suspension or temporary exclusion, detention, expulsion, deprivation of privileges, moral punishment, and rewards (McCluskey 2018).

In Africa, in an attempt to create an orderly, respectful, and predictable school environment, many schools have implemented school-wide behaviour management systems. Hymel and Henderson (2006) have documented that, suspension and expulsion are ineffective in curbing discipline problems in most African countries. Moreover, Ogbe (2015) listed techniques used in Nigerian schools for improving discipline such as the use of the cane, spanking with the hand or slippers, slapping, knocking the head with the knuckle and causing students to kneel down on hard

surfaces, all of which are acts of corporal punishment. In Ghana, the use of corporal punishment as a technique of ensuring discipline in schools used to take the form of caning, kneeling down and sending students out of the classroom. Other forms of punishment used were weeding, scrubbing and suspension from school. This ends up in making victims of these forms of punishments to lose instruction since they were not in the class when teaching and learning activities took place. This goes a long way to have a toll on their performance. Teachers now have some choices in finding a classroom correction plan to suit their needs. The question that comes to mind is that, which approach works best for handling student disruptive behaviour in today's school setting?

Consequently, in recent years, behaviour modification toolkit (BMT) has gained the attention of researchers in the field of education owing to its significant effects in improving children's behaviour through increasing desired behaviour and decreasing undesired behaviour (Eshun, 2016). Behaviour modification happens in a therapeutic manner where professionals like teachers, counsellors and psychologists employ acceptable therapies to bring about change in people's behaviours from undesirable to desirable behaviour which are acceptable in society. In the school system, behaviour modification should lead to effective and efficient practices that improve teaching and learning (Alhassan, 2013). As opined by Al-Bustanji, Almakanin, Beirat and Bdour (2018), behaviour modification has important implications in teaching strategies and techniques when used with children, especially those with special needs regardless of their disabilities. The aim of behaviour modification is to help people learn effective and acceptable alternative ways of behaving so that they can overcome difficulties in their lives. It is based on beliefs that if people with maladaptive behaviours are taught better ways of dealing with their

issues, they will most likely change their bad behaviour (Kinai, 2010). In the social context, maladaptive behaviour is inferred from the degree to which it deviates from the social norms. Behaviour modification focuses directly on the behaviours which are creating problems for the student, rather than on constructs which have to be inferred from those responses.

Behaviour modification techniques according to Ekennia (2005) are powerful tools for bringing out positive change in human behaviour and facilitate good and conducive learning atmosphere in the school system. He further indicated that several behaviour modification techniques have been adopted with the aim of putting a stop to these disruptive behaviours yet students' manifest disruptive behaviours with increased frequency (Ekennia, 2015). Behaviour modification programs in educational settings have encompassed a wide range of populations from preschool through college students. The diversity of behaviours altered also is great including performance on academic tasks, classroom deportment, social interaction, and a host of special problems that impede academic progress.

Behaviour modification as an area of research is multifaceted in conceptual approaches and intervention techniques. Applications of behavioural techniques in the schools have been based primarily on the use of rewarding and punishing consequences. Impetus for the contemporary use of rewarding and punishment consequences can be traced to the development of operant conditioning and the work of B. F. Skinner (1953). However, rewarding and punishing consequences in education have been relied upon throughout the history of education. Applications of behaviour modification in education have been reviewed and evaluated in several sources that detail specific classroom programs and areas of focus. Although

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behaviour modification has made important achievements, several questions and critical issues about these accomplishments and their impact can be raised.

Numerous researchers have conducted studies in many different fields with the goal of changing people's behaviour. These studies include Anagboso (2009) investigation of anti-social behaviour counselling for the betterment of adolescent Nigerians. He discovered in this study that different stakeholders could modify anti-social behaviour. Government agencies could, for instance, design environments that are favourable to young growth. In order to provide counselling programs for students on the negative effects of anti-social behaviour, teachers, school guidance coordinators, and counsellors should use both individual and group methods. Further studies on coping mechanisms for adolescents' disruptive behaviours in school were conducted by Onyeachu (2010). He discovered that the application of techniques like painful ignoring, usage of signals, proximity control, interest-boosting, affection technique, and grouping system could help reduce disruptive behaviours.

Reviewing the literature, it seems few studies have been conducted in Ghana on the use of behaviour modification techniques by instructors in senior high schools in the Central region. The available research focuses on the behaviour management strategies employed by instructors in the classroom. The authors Aponsem (2015), Eshun (2016), Ahiapko (2016), and Narebe (2013) are notable examples. In the Eastern Region of Ghana, Aponsem (2015) for example, looked into the association between teachers' behaviour modification techniques and students' attendance, while in the Ashanti Region Eshun (2016) looked into the behaviour modification techniques used by teachers in selected senior high schools. Additionally, Narebe (2013) evaluated teachers' understanding of behaviour modification techniques in Tamale, Ghana, while Ahiapko (2016) conducted a study that examined the behaviour

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modification procedures used by Senior High School teachers in five districts in the Volta Region. Consequently, after a detailed inspection of literature by the researcher, it appears no study has been conducted on the use of behaviour modification strategies in dealing with indiscipline in senior high schools in Agona East.

Additionally, Aseidu-Yirenkyi (2019) lamented the high rate of indiscipline in Senior High Schools in Ghana after the abolishment corporal punishment in schools. Senior High Schools in the Agona East District are not exceptional. For instance, Sackey (2016) identified sexual misconduct, examination malpractices, breaking of bonds, students' insubordination as well as drugs and alcohol abuse as common misconducts of students in kwanyako Senior High School in the Agona East District.

Records from the educational directorate of the Agona East District also indicates a strong agitation of students engagement in indiscipline acts such as smoking, gambling, immoral sexual acts, rioting, truancy, stealing and cheating in examinations to be on the rise. These momentous indiscipline behaviours normally discourage the school management and teachers to put in their best to brighten teaching and learning in the schools. As a result, students lacks behind in their academic achievement as well as their total development to compete with the outside world. Therefore, as a researcher I deem it fit to conduct a study on the management of indiscipline in two Senior High Schools in the Agona East District using Behaviour Modification Toolkit. Because the thesis believe that a proper application implementation of the Behaviour Modification Toolkit will support in dealing with students indiscipline behaviours in Senior High Schools in the Agona East District.

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1.2   Statement of the Problem

The problem of school indiscipline among students has been a subject of concern of Educators, Psychologists and many stakeholders all over the world. A plethora of evidences in literature suggest that series of academic studies have been conducted on how students' indiscipline is managed using behaviour modification strategies. Most of the research has focused on the impact of constructive disciplinary methods, such as behaviour modification techniques, in fostering student discipline in classrooms from a global viewpoint (Awan et al. 2011; Bodovski et al. 2013; Rahimi & Karkami 2015, Nooruddin & Baig 2014). The significant role played by behaviour modification approach in controlling students' indiscipline in schools has also been supported by empirical studies done from an African perspective (Annamma 2020, Amemiya et al. 2020, Migliarini &, Ssenyonga et al. 2019 Wegmann & Smith 2019). However, research by Aseidu-Yirenkyi (2019), Fosu-Ayarkwah (2020), Mensah et al. (2021), and Owusu et al. (2021) confirmed the general efficacy of employing behaviour modification techniques at the school level. For example, Fosu-Ayarkwah (2020), revealed perversion to be the prevailing ill-discipline act among students in the colleges of education and concluded that appropriate counselling techniques assists students to desist from indulging in ill-discipline acts.

Asiedu-Yirenkyi (2019), also indicated that indiscipline is high among SHS students and the common indiscipline acts includes: absenteeism, bullying, lateness, alcoholism, stealing and running away from school to town. He concluded that outmoded techniques in dealing with indiscipline acts are not helpful but rather only BMT can deal with the current trends of students' misconduct. For example, Yeboah (2020), concluded that the practices of BMT has a significant effect on the internship

programme of pre-service teachers in the colleges of education and therefore must be incorporated in their programme of study.

However, majority of these studies have been done in other parts of the world as against few that have been done in African and for that matter Ghana. Additionally, it appears from the body of literature that the majority of studies connected behaviour modification techniques with academic achievement while little research has been done on the use, value, and difficulties of behaviour modification toolkit in dealing with students' indiscipline behaviours. Again, the majority of studies used quantitative methods, which does not seem to allow participants to articulate their thoughts about the topic. It is interesting that there has never been agreement on the precise sets of behaviour modification techniques that, in the Ghanaian context, best combat problems of indiscipline.

In Ghana, since the abolition of corporal punishment, indiscipline in schools have increased (Yeboah, 2020) and has been a much talked of issues in educational circles and the general public. Despite the introduction of the Ghana Education Service code of conduct and the Positive Discipline Toolkits (PDT) in managing indiscipline in schools, there have still being several incidence of indiscipline behaviours in schools in Ghana.

Furthermore, the prevalent rate of students' indiscipline in Senior High Schools in Ghana is alarming such that it has attracted the attention of many scholars and has eventually become the focus of discussions on many platforms. For example, eight students from the Chiana Senior High School recently were captured in video insulting the current president of Ghana, His Excellency Nana Addo Dankwa Akufo Addo. Also, seven female students from Sunyani Senior High School broke bonds and were caught smoking shisha. Whiles students of Tweneboa Kodua Senior High

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School vandalised and destroyed several properties of the school with the reason that their teachers were very strict and did not allow them cheat during the 2020 West Africa Secondary School Certificate Examination (Ghana Web, 11th June, 2022).

Also, from the researcher's personal experience and encounter with teachers and heads of senior high schools in the district, there is strong agitation that learner's engagement in indiscipline behaviours such as bullying, sexual misconduct, loitering, shuffling, stealing, hooliganism, smoking, examination malpractices and fighting are on the rise. Kwanyako Senior High Technical School and Swedru Senior High School are of no exception to these crucial indiscipline acts of students. Also, these two Senior High Schools out of the four are notoriously known for their repeated incidence of rioting, vandalism and hooliganism.

These actions cause other students to become distracted, reduce student participation, create overall low productivity and decrease student achievement. It also decreases students' ability to deal with challenges and self-actualisation to compete globally.

Quite interestingly, the approach in dealing with the aforementioned indiscipline behaviours seems ineffective in the Agona East District and for that matter the two schools under study. This is evident in the lackadaisical attitude of teachers in taking appropriate measures in dealing with students' misconduct which may be taken as lack of knowledge and or misunderstanding in the use of BMT in managing indiscipline behaviours.

Another reason for this trend include teachers' inability to use the BMT in managing indiscipline coupled with the challenge of having to respect children's right whiles employing the appropriate toolkit in dealing with students' indiscipline without infringing on their rights.

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Consequently, the limited literature on knowledge and practice of this toolkit by teachers in the two SHS in the Agona East District coupled with teachers inability to apply the toolkit appropriately in managing indiscipline behaviours which result in students low achievement and inability to compete globally gave the researcher the impetus to conduct a study on the use of behaviour modification toolkit in managing indiscipline in Senior High Schools in the Agona East District.

For the purpose of this study, the problem statement from which the research objectives and questions are formulated; the appropriate use of Behaviour Modification Toolkit can help school management and teachers to deal with students' indiscipline behaviours in Senior High Schools.

1.3   Purpose of the Study

The purpose of the study was to explore the state of students' indiscipline and how BMT are applied in maintaining discipline in the two SHS in Agona East District.

1.4   Objectives of the Study

Specifically, the study sought to;

1. find out the prevalent indiscipline behaviour among senior high school students in Agona East District.

2. assess the attitude of teachers regarding the use of Behaviour Modification Toolkit in managing indiscipline behaviours.

3. identify the most widely used Behaviour Modification Toolkit by teachers in managing students' indiscipline behaviours in senior high school in the district.

4. investigate how teachers are applying the Behaviour Modification Toolkit to maintain discipline in the classroom

1.5   Research Questions

The study was guided by the following research questions.

1. What are the prevalent indiscipline behaviours exhibited by senior high school students in Agona East District?

2. What is the attitude of teachers towards the use of Behaviour Modification Toolkit in managing indiscipline?

3. Which Behaviour Modification Toolkit is often used in managing students' indiscipline behaviours in senior high schools in the district?

4. How do teachers apply the Behaviour Modification Toolkit in ensuring discipline in the classroom?

1.6   Significance of the Study

Failure to obey rules and regulations among students in senior high schools leaves much to be desired. In recent times, indiscipline has taken a different dimension where students sought to examination malpractice, assault on teachers and authorities, occultism, gambling, use of smart phones to watch pornographic videos and substance abuse. Consequently, undertaking a study about the use of BMT in managing indiscipline among students in SHS in the Agona East District in the Central Region is significant to stakeholders of education.

The study is significant in the three thematic areas; policy intervention, literature, and practice. The study has revealed the most prevalent indiscipline behaviours and the various BMT used in managing these behaviours. Therefore, teachers and managers of SHS would be in form on how behaviour modification

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toolkit may be applied in senior high schools to improve discipline. Additionally, the study served as useful reading material for instructors, students, and counsellors who will be exposed to information on the types of behaviour modification toolkit and the appropriate application of these tools at the various levels of indiscipline behaviours.

Furthermore, the study's conclusions would be of great assistance to stakeholders and policy makers in the field of education such as ministry of education (MOE), Ghana Education Service (GES), National Council for Curriculum and Assessment (NaCCA) as well as development partners in the field of education like United Nations International Children Emergency Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organisations (UNESCO) by organising workshops for teacher and managers of SHS on the appropriate use of BMT in managing indiscipline, offering workable solutions and assistance for controlling disruptive behaviours in senior high schools.

The research findings add to the literature available to the use of BMT in managing indiscipline in schools. It appears most the studies on BMT had been on basic education, so the findings of this research would add to the stock of studies and expand literature on the phenomenon. Besides, the outcomes of the study are relevant to researchers since it provides directions for future research. The areas that this study could not cover have been clearly indicated for future researchers, educational authorities and other interested parties in educational issues to explore. Future researches may be conducted using quantitative approaches to collect data on the use of BMT in managing indiscipline in SHS to help widen the scope of the study.

The conceptual framework used in this study would serve as a reference material for students and other researchers who would want to conduct similar studies in future. Additionally, researchers outside the field of academia can take advantage

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of this framework to evaluate how indiscipline in general could be curtailed using fervent behavioural modification strategies stipulated in this thesis. Finally, the study findings would serve as reference for further studies.

1.7   Delimitations

The study aimed at exploring the use of behaviour modification toolkit in managing indiscipline in senior high schools in the Agona East District. Geographically, the study was conducted in two senior high schools in the Agona East District. Participants of the study include selected teachers and headmasters from two senior high schools in the aforementioned district. Regarding content, the study is delimited to exploring the prevalent indiscipline behaviours among senior high school students, perceptions of teachers and management on Behaviour Modification Toolkit, type of BMT used by teachers, how teachers apply the BMT in ensuring discipline as well as how BMT help to influence students' discipline.

Theoretically, this study was delimited to two theories of behaviour modification which are Bandura social learning theory and Skinner's operant conditioning theory. These theories provided strong basis to conduct a qualitative study on the use of BMT in ensuring discipline among students of SHS in Agona East District in the Central Region of Ghana. The ideas from the two theories aided greatly to extensively deal with the use of behaviour modification toolkit by teachers and heads in managing indiscipline in the SHS.

Methodologically, the study applied the qualitative approach using multiple case study as a design. In view of the nature of the issues embedded in the study, qualitative approach and multiple case study were deemed appropriate for this research. These methodologies enabled the researcher to collect qualitative data using semi-structured interview guide and classroom observation checklist. These

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instruments guide the researcher to collect data from both teachers and heads of SHS in the Agona East District to answer the research questions.

1.8 Assumptions

In this study the researcher assumed that;

1. Behaviour Modification Toolkit is effective for all the students at the schools that are being surveyed. The behaviour modification Toolkit is also appropriate for any student who exhibit disruptive behaviour.

2. Additionally, it is assumed that all the teachers participating in the survey are honest and knowledgeable about behaviour modification techniques and how they are applied.

3. The researcher again assumed that the sample used for this study is representative of the larger population.

   These assumptions are relevant in this research because they ensure the credibility of the research work.

1.9 Definition of Terms

The following terminologies as used in the study have been explained below:

Indiscipline behaviour: This refers to any behaviour that hinders a student's or other students' ability to learn, as well as a teacher's ability to provide instruction or service. However, it is used interchangeable with other terms or phrases such as destructive behaviour, maladaptive behaviour and deviant behaviour.

Behaviour modification: This is a methodical process of altering undesirable behaviour through the use of conditioning techniques.

Behaviour modification toolkit therefore is a package of inventions, techniques or strategies used for the purpose of altering undesirable behaviour. In this work, toolkit is used interchangeably with words like techniques, strategies, tools and methods.

Reinforcement: it is the action of strengthening a desired behaviour with positive or negative reinforcers.

Disciplinary committee: it is a committee charged with examining alleged students' misconducts and adjudicating on them in SHS setting.

The committee members include the assistant head domestic who pose as the chairperson, assistant head administrative and academic, senior house-parents, counsellor and chaplain. Also, the report of committee is forwarded to the headmaster/mistress for actions. However, the headmaster/mistress and the assistant headmasters/mistress are addressed as heads in this study.

1.10   Organization of the Study

This part of the study concerns how the chapters have been organized. The research was divided into five chapters. Chapter One contains the introduction, which includes the background to the study, statement of the problem, the purpose of the study, the study objectives, research questions, significance of the study, delimitations, definition of key terms and organization of the study. The literature review is presented in Chapter Two, which includes a theoretical and conceptual framework as well as conceptual and empirical review of literature. The research methodology is covered in Chapter Three. This includes rationale and assumptions for qualitative paradigm, the research approach and design, description of the study area, the study population, sample and sampling procedure, data collection techniques, managing and recording data, methods for verification/trustworthiness of data, data

analysis and procedures, ethical consideration as well as limitations. The data analysis, presentation, and interpretation are all covered in Chapter Four. The fifth chapter involved a summary of major findings, conclusions, recommendations, and areas for further investigation.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The chapter one having introduced the phenomenon of the study, this chapter reviews the related and relevant literature on the topic under study. This enables the researcher to establish a frame of reference about the use of behaviour modification strategies in managing students' indiscipline behaviours in SHS. The literature review hinges on four main strands, which are theoretical framework, conceptual and empirical reviews as well as conceptual framework. The examination of related literature provided a foundation for comparing the results of this investigation with those of other similar studies, which can be used to validate or refute previous findings, as well as place the current study in context.

2.1   Theoretical Background

The main behavioural and social learning theories used to underpin this study, were Bandura social learning theory and Skinner operant conditioning theory. These social learning theories were employed for this study because the behavioural learning theory and social learning theory stem from similar ideas. The social learning theory agrees with behavioural learning theory that behaviours are learnt from the environment and innate factors have very little influence on behaviour.

2.1.1 Bandura' Social Learning Theory (1972)

Social learning theory builds on behavioural and cognitive theories of learning and provides a model that accounts for the wide range of learning experiences. This theory illustrates how observing others can play a vital role in how we acquire new knowledge and skills. For social learning theory, biological factors are important, but

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not as important as learned observable behaviours. The theory further maintains that, learning in social contexts can occur through direct instruction and observation of others' behaviour. The theory assumes that;

1. human development serves as a function between reinforcement and punishment, to which humans are constantly interacting with either one with the environment.

2. undesired – most often antisocial – behaviour is learned and sustained by the positive and negative reinforcement children receive from social agents, most often parents.

3. the goal of therapy is to strengthen the desired behaviour through positive parental reinforcement, while alleviating undesired behavioural through ignorance or parental punishment.

4. maintenance and generalization of treatment gains are heavily reliant on a process of positive reinforcement through behavioural modification techniques.

According to Bandura (1972), one way of acquiring knowledge is by learning through observation, modelling and imitation of other people. He further asserted that, children pay consideration on a portion of models they see in society and encode their conduct. They may do this paying little respect to whether the conduct is gender proper or not. The individuals around the child will react to the conduct it mimics with either reinforcement or punishment. In the event a child emulates a model's conduct and the results are remunerating, the child is prone to keep repeating the conduct that was rewarded and avoid that which is punished. Reinforcement can be external and can be positive or negative. Poor influence from role models is another way in which students indulges in maladaptive behaviour. These role models can

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include parents, fellow students and teachers. The actions these students witness from their role models normally shape their reactions. It shows them that the people they look up to find maladaptive behaviour acceptable, so they are free to do the same (Wells, Ruddell & Paisley, 2006). Students learn their behaviours from those around them. If they see negative behaviour being portrayed from a senior person in authority, they will likely mimic this behaviour (Deaton 2015).

This theory is relevant to this study because most students in senior high school observe some of their colleagues' flout school rules and perpetuate other deviant behaviours in class and during extra-curricular activities. Therefore, they will mimic or shy away from such behaviours depending on the punishment or negative reinforcement received. In the school setting, some students have observed their colleagues being punished by indefinite suspension for fighting, abusing or bullying other colleagues during school hours (Kearney, 2008). Also, there are those students who have observed their colleagues being reinforced by rewards, certificates or verbal praises for good behaviour. Students always tend to copy and imitate the behaviour that they observe from others during curricular and extra-curricular activities. Behaviour modification techniques on changing students' maladaptive practices during school hours are necessary for such students. These strategies help them observe appropriate social skills that bring students together as friends and teammates and not as enemies or rivals of war. They should be guided on not imitating models who fight, haze, tell lies, bully and abuse others but instead imitate those who behave well school. It was for this reason that this theory was chosen to guide the study.

2.1.2   Skinner's Operant Conditioning Theory (1953)

Operant conditioning, also known as instrumental conditioning, is a method of learning normally attributed to Skinner (1953). The work of Skinner was rooted in the view that the best way to understand behaviour is to look at the causes of an action and its consequences. He called this approach operant conditioning. Basing his work on Thorndike's (1898) law of effect. He explained that behaviour that is followed by pleasant consequences is likely to be repeated, and behaviour followed by unpleasant consequences is less likely to be repeated.

Through experiment using animals which he placed in a 'Skinner Box' Skinner identified three types of responses, or operant, that can follow behaviour.

1. Neutral operant: responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.

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

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

According to Skinner (1953), people learn by continually looking for ways to achieve more positive reinforcement in terms of rewards and avoid negative reinforcement in terms of punishment. Reinforcement is defined as a stimulus or event that affects the likelihood that an immediately preceding behaviour will be repeated. Besides reinforcement, punishment produces avoidance behaviour, which appears to weaken learning a particular behaviour but not curtail it. It operates under the assumption that if behaviour can be learned, it can also be unlearned.

He believes that behaviours are influenced by a history of rewards and punishments. According to Skinner, once actions have pleasant effects, then there is the likelihood that such actions will be repeated in future. This suggests that any behaviour, in a particular context that is reinforced (rewarded) in some way will tend to be repeated in that context. However, if one's actions have unpleasant effects (punishment), then one is less likely to repeat them in the future. Accordingly, behaviour is the function of its consequences (Schumann, 2010).

Another concept Skinner introduced in his theory is the concept of shaping behaviour by selectively reinforcing desired pieces of behaviour. His experiment showed how encouraging feedback functioned by setting a hungry rodent in his skinner box. The case contained a lever as an afterthought and as the rodent moved about the box it would inadvertently thump the lever. Whenever it did such a food particle would drop into the compartment beside the lever. The rodent immediately figured out how to go straight to the lever after a couple of times of being placed in the crate. The results of receiving nourishment in the event that they pressed the lever guaranteed that they would repeat the action once more. These results proved that positive reinforcement fortifies a conduct by giving a consequence an individual finds remunerating.

Furthermore, the contribution by skinner on the concepts of shaping and reinforcement connect directly to the practices of behaviour modification in schools. Many teachers used reinforcement as their only discipline system. Thus, rewarding students who behave properly and withholding rewards from those who misbehave. However, a major concern is that while this is effective in teaching students' desirable behaviour, it is less successful in teaching them what *not* to do. Nor did it help students to understand why certain behaviour is rewarded while other is not.

Strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehaviour as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behaviour. This is aggravated when their misbehaviour is positively rewarded through the attention that they receive from peers.

Furthermore, students can be taught or shown almost instantly how to behave desirably. They don't have to learn it through lengthy non-verbal and non-imitative reward processes. While behaviour modification may seem to work well with young children, older ones may well be embarrassed to be singled out for praise in front of their classmates. Another critic of this model is that educators making use of it may sometimes overlook important elements in students' history and home environment. This is because a lack of awareness of the relationship between a learner's background and his/her present behaviour may result in ineffective communication between educator and the learner. Consequently, Skinner's use of the term "control" has provoked several attacks from the protagonists of the autonomous man. They believe in self-determinism, i.e., humans are inherently free to do whatever they wish. Any attempt to control behaviour is seen as an infringement on personal liberty (Benter 2020).

Nevertheless, this theory was chosen for this study because, though Skinner did not concern himself with classroom discipline per se, his contribution on the shaping of desired behaviour through reinforcement has led directly to the practices of behaviour modification used to shape academic and social learning in SHS. Teachers used positive and negative reinforcement in shaping the behaviours among students. Thus, rewarding students who behave properly and withholding rewards from those who misbehave. These concept helps to modify and shape behaviour since desirable

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behaviours are likely to be repeated through positive reinforcement whilst undesirable behaviours are less likely to be repeated through negative reinforcement. Hence the concepts of shaping and reinforcement are very good tools for modifying the behaviours of students in SHS which is in line with behaviour modification techniques under investigation.

2.2   Conceptual Framework

The conceptual framework was developed to show the relationship between the variables of the study. The adjustment of students to behave well in school is very important. Good adjustment in behaviour can only be measured by looking at how well students relate and interact with others in the school environment. The conceptual framework for the study is presented in Figure 1 below;
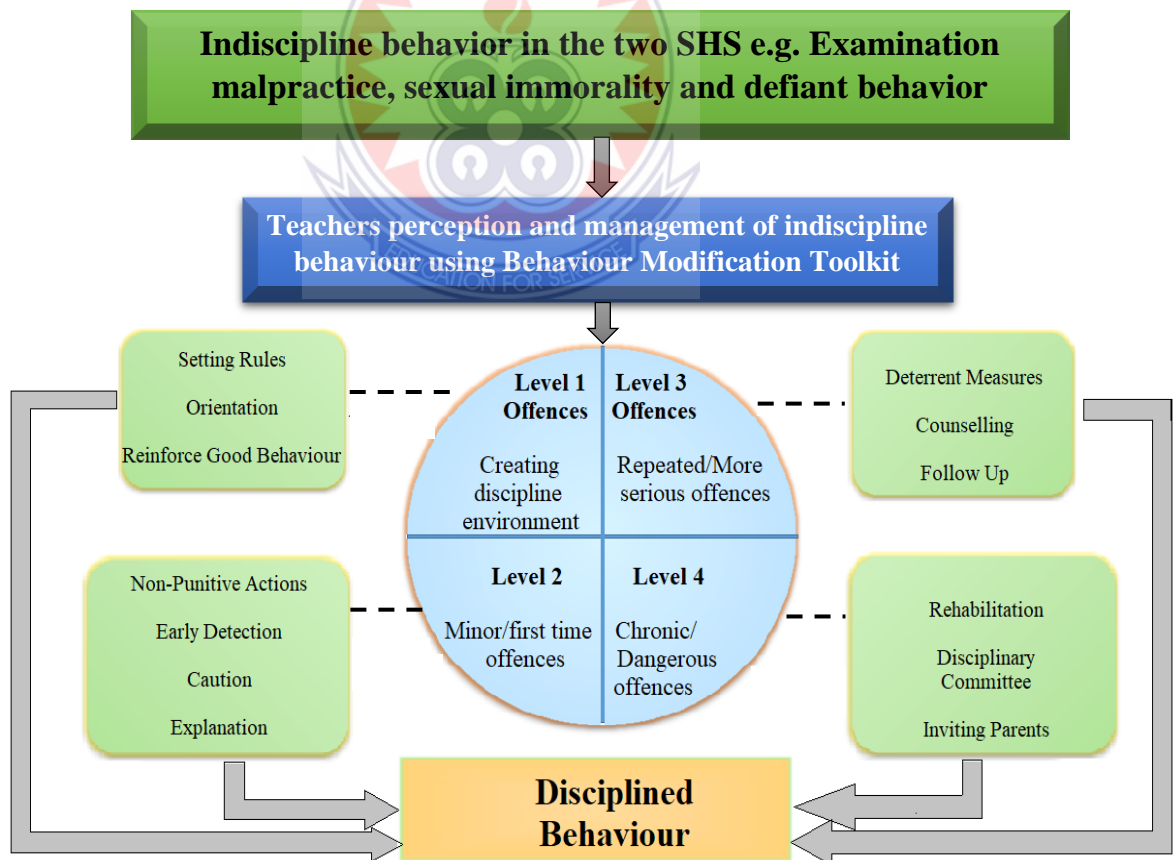
Figure 1: Behaviour Modification

The framework shows how behaviour modification Toolkit is employed in maintaining students' discipline at various levels. In the framework, level one deals with the creation of disciplined environment. This normally includes creating proactive and preventive measures. Behaviour modification strategies include; clearly spelling out classroom rules and setting expectations from students, expressing approval of and encouraging good behaviour, setting environment of mutual respect that recognizes the authority of the teacher.

More so, level two offences are managed using early detention behaviour modification strategies. This normally includes non-punitive actions intended to remind students of laid out standards of behaviour and expectations and the importance of conforming to them. Also, from the framework, teachers need to investigate the reasons behind identified misbehaviour of students or conditions that encouraged it in order to address.

In the framework, level three offences are managed using corrective measures. The framework shows that, more repeated offences from students are managed using combinations of deterrent behavioural modification strategies such counselling, agreements and consistent follow-ups.

Lastly, level four offences are associated with chronic, dangerous and disruptive behaviour on the parts of students. The framework shows that, invitations of family members, parents, guardians, and other school authorities to support in the assessment of the child's behaviour and determination of an appropriate responses are the behavioural modification strategies in dealing with disruptive students' behaviour.

This conceptual framework shows two important things for policy consideration. First, behavioural modification strategies have an impact on maladaptive behaviour of students at various levels. Thus, the framework assumes

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that, when behaviour modification techniques are offered to the learners who are maladaptive, there is a tendency for the maladaptive behaviour to reduce or stop completely since they will only imitate behaviour that is appropriate. Secondly, policy makers can take advantage of this framework to evaluate how indiscipline in general could be curtailed using fervent behavioural modification strategies stipulated in this thesis.

2.3   Conceptual Review

The concepts that have been reviewed under this section are indiscipline and behaviour as well as behaviour modification.

2.3.1   Student indiscipline

Indiscipline behaviour in classrooms poses a significant challenge to the learning environment, impacting not only the disruptive students but also their peers and teachers. Such disruptive actions, as defined by Chen and Ma (2007, pp. 380-81), can range from mild disruptions to more severe and persistent behaviours that hinder the smooth flow of educational activities. The consequences of these disruptive actions can be far-reaching and detrimental to the overall educational experience. One of the primary effects of disruptive behaviour is the wastage of valuable instructional time. When students engage in disruptive actions, it diverts the teacher's attention away from delivering the lesson effectively. Valuable minutes and even entire class periods can be lost in trying to manage disruptive students, leading to a substantial reduction in instructional time for the entire class. As a result, the learning progress of all students, including those who are well-behaved, can be adversely affected.

Furthermore, disruptive behaviour interferes with students' ability to concentrate and engage in the academic material being presented. A disruptive

classroom environment can be distracting and disruptive to the learning process, making it challenging for students to absorb and retain information. As a consequence, even students who are motivated and eager to learn may find it difficult to stay focused, hindering their academic growth and achievement (Yeboah 2020). Another crucial aspect impacted by disruptive behaviour is the sense of safety within the classroom. When disruptive actions escalate, it can create an environment of tension and anxiety, making students and teachers feel unsafe. Disruptions like physical aggression, arguments, or threats can lead to an atmosphere of fear, making it difficult for students to feel comfortable and secure in their learning environment. This compromised sense of safety can inhibit students' emotional well-being and hinder their willingness to participate actively in class activities.

Teachers also bear the brunt of disruptive behaviour, experiencing increased levels of stress and frustration. Managing disruptive students demands a great deal of patience, energy, and emotional effort from teachers. The constant need to address disruptive actions can lead to teacher burnout and reduce job satisfaction. Moreover, the stress of managing disruptive behaviours can detract from teachers' ability to focus on delivering quality instruction and building positive relationships with students. The impact of disruptive behaviour is not limited to one particular type of student population. Regardless of the grade level or the demographic makeup of the class, educators face the challenge of addressing disruptive behaviours in a diverse range of settings. Elementary teachers, as revealed by Walter, Gouze, and Lim's (2006) survey, encounter disruptive classroom behaviours such as getting out of seats, talking out of turn, and challenging rules and authority. Secondary teachers, on the other hand, also struggle with managing disruptive actions that can occur in more complex and diverse social dynamics. The issue of disruptive behaviour is further

exacerbated by the considerable amount of time teachers spend on disciplinary matters. Survey results show that a significant portion of teachers find themselves allocating an excessive amount of time to manage disruptive actions (ProTeacher, 2005; Merrett & Wheldall, 1993). This substantial time investment in discipline takes away from the actual teaching and learning process, reducing the opportunities for academic growth and intellectual exploration.

In educational settings worldwide, deviant behaviours among students can disrupt the learning process and hinder the achievement of the school's goals and objectives. These acts of indiscipline manifest in various forms, and their prevalence can be observed in both developed and developing nations. In the context of classroom settings, deviant behaviours listed by Murage (2014) include actions such as walking out on the teacher, making noise, sleeping during class, engaging in physical aggression like pinching, vandalizing school property, pilfering, lying, being truant or tardy, displaying irresponsibility, cheating on exams, and engaging in immoral activities, alcoholism, drug use, and cultism. Such behaviours are detrimental to the learning environment as they disrupt the teacher's ability to deliver lessons effectively and hamper the concentration of other students.

Kijiba (2016) emphasizes that American schools also experience acts of indiscipline, which can be severe and threatening. These include assaulting staff members, fellow students, or teachers, possessing alcohol or other controlled substances, engaging in robbery, using foul language frequently, and even making terrorist threats against the school administration. These extreme behaviours create an atmosphere of fear and tension within the school community, hindering the learning process and safety of all individuals involved.

In developing nations like Kenya, Ghana, and Nigeria, the scope of unrest and indiscipline can extend further. According to Ugwu (2015), these countries witness various forms of disruptive behaviours, including truancy and chronic absenteeism, rudeness and disrespect towards teachers and fellow students, unacceptable verbal expressions of unhappiness, abuse of drugs and alcohol, noncompliance with school rules and regulations, destruction of property, bullying of peers, organized boycotts, riots, physical assault, and even heinous acts like rape and arson.

In Ghana, Sackey (2016), also identified absenteeism, lateness, truancy, cheating in examinations, going to town without permission, immoral sexual acts, drugs and alcohol intake as the common indiscipline acts among students of SHS. Such occurrences not only undermine the educational system but also pose serious threats to the well-being of students and staff members.

The negative impact of these deviant behaviours cannot be underestimated. They create an atmosphere of fear, tension, and mistrust within the school community, impeding effective teaching and learning. When students are engaged in disruptive activities, teachers may find it challenging to maintain control of the classroom, resulting in decreased instructional time and diminished academic progress. Additionally, these behaviours may lead to increased teacher burnout, as educators struggle to cope with unruly classrooms and the emotional toll it takes on them. Moreover, when schools are marred by indiscipline, students' overall well-being and psychological development are compromised. Those who engage in deviant behaviours may face social isolation, lower self-esteem, and decreased motivation to excel academically. This vicious cycle perpetuates a negative learning environment, making it difficult for students to reach their full potential.

Addressing and curbing deviant behaviours in educational settings requires a multifaceted approach. Schools must implement clear and consistent discipline policies that address various infractions while focusing on corrective measures rather than punitive actions. Teachers and school administrators should also foster positive relationships with students, establishing open lines of communication and mutual respect. Encouraging parental involvement and community engagement can create a support network that reinforces positive behaviours and provides guidance for troubled students. Furthermore, promoting character education and social-emotional learning can equip students with the necessary skills to manage their emotions, resolve conflicts peacefully, and make responsible decisions. Providing counselling services and support for at-risk students can also be instrumental in addressing the root causes of disruptive behaviours and offering targeted interventions.

According to Ndung'u (2017), discipline refers to the principles that students should uphold while at school, in their families, their neighborhoods, their villages, and at all social levels up to the country and the global society. At the classroom level, discipline is the process of enforcing basic norms to promote learning and reduce disruptions. In actuality, school discipline is a set of guidelines, sanctions, and behavioral management techniques designed to control children and keep the school in order. Murage (2014) distinguishes between preventive discipline and remedial discipline. He clarifies that administrative action conducted by an educational manager to urge students to adhere to rules and regulations is known as preventive discipline. It fosters self-control and discourages rule-breaking. Contrarily, corrective discipline is used after a violation of a rule with the intention of deterring future violations. The administrative punishment administered is a disciplinary action. Punishment is the term used to describe this punitive measure. In fact, moderate to

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severe punishment, when given clearly, promptly, and consistently, is effective in stopping undesired behavior, especially when combined with rewarding desired behavior. To help students live up to their school's standards, school administration should work to instil self-discipline in them. Basically, discipline issues arise when a student disobeys classroom or institutional regulations. Human behavior-related laws will eventually be broken and necessitate some form of punishment. The idea of tying punishment to rule violation necessitates the presence of written rules and the stipulation of appropriate penalties. In defining disciplinary consequences for disobeying a rule, common sense must once again prevail. Rules must also correspond to the declared function of education or the educational process. Before disciplinary action is taken, all students must be informed of the rules and responsible about following them.

A fundamental issue when attempting to probe indiscipline amongst learners is to understand its cause. There are many causes of indiscipline; including such factors as bad and inadequate food, ineffective teaching, bad staff behaviour, authoritarian methods of administration, harsh school rules, the influences of home or society, harshness of school prefects, unsatisfactory curricular, poor examination results or poor communication between the school administration staff and pupils. Also, Ngwokabuenui (2015) listed the following as causes of indiscipline in schools:

i.   Lack of dialogue between students and administrators.

ii. Poor management skills by headteachers and teachers.

iii. Poor parenting for example parents talking ill of teachers in the presence of their children.

iv. Influence of media where the children are encouraged to air their grievances and can challenge authority.

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v. Poor teaching strategies that do not appeal to learners.

vi. Authoritarian approach to discipline.

vii. Awareness of various forms of child abuse and Act of parliament in their defence.

viii. Enlightened parents.

Mwaniki (2018) asserts that indiscipline in schools can be caused by:

i. Negative teachers.

ii. Parents who are unable to bear the burden of school fees and see the head as the cause.

iii. Politicians who may want heads whom they can control and manipulate thus admitting failures to keep the M.P. popular.

iv. The lazy and incompetent heads

v. Perhaps teachers have not been posted to teach certain subjects. The students may not wish to understand.

vi. Negative influence by other students who for reasons best known to themselves have realized that they are failing and would want the whole lot to sink with them.

From the causes listed above, it can be said that factors that cause indiscipline are as diverse as the individuals involved. These causes could be social, economic, political, psychological, intellectual or personal

Punitive, preventive, and behaviour modification (reward) strategies are how appropriate disciplinary measures are categorized. Punitive measures are those forms of discipline that involve punishing students with the intention of preventing them from perpetrating the offense. According to Welch and Payne (2012), Punishment is successful if it is provided with support, is proportionate to the offense, and is

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recognized as punishment by the student. Discipline must never appear random in order to be effective because doing so might lead to a lot of hatred and resentment. Welch and Payne (2012) again outlined the following as some of the frequently used punishment methods:

1. The most usually used is reprimanding. When applied gently and without resentment, it may be incredibly powerful.
2. Staying after school for a few hours as punishment is known as detention.
3. Forced labour: The manual labour should be carefully chosen and valuable to the school.
4. Property that has been recklessly harmed by fines should be replaced or reimbursed.
5. Loss of privileges: A student may lose their position as a prefect or be suspended from class for a period of time.
6. Suspension from school-done by the head teacher.

A good school will actually utilize a range of sanctions that benefit the community, like mowing the tall grass and clearing the ditches. Contrarily, preventive measures are ways to avoid the circumstance that necessitates taking corrective action. These techniques include the creation of a diverse, inclusive curriculum that is inclusive of all the academic and extracurricular demands of pupils. Such a program ought to include games and organizations that let students fully participate in planning the events. These activities greatly reduce the likelihood of unfavourable incidences by alleviating tension. Guidance and counselling are yet another proactive strategy that can be utilized to reduce student indiscipline in the classroom. The behavioural modification (reward) method relates to giving reinforcement, such as praising excellent behaviour and observing it (Welch and Payne 2012). The majority of

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modern educationists in Europe and North America support a disciplinary strategy that emphasizes praise, merit marks, and house points as forms of positive reinforcement. This is essential to preserving discipline. Factually, students' progress is often hampered in schools where the principals place more emphasis on sanctions than on incentives; the more sanctions listed, the worse the outcomes. Conversely, where there were more rewards than sanctions, there was higher improvement.

Political interference, parental interference, legal restrictions, supervisors' lack of support, teachers serving as poor role models, an inadequate understanding of appropriate disciplinary measures, and student drug use are among the difficulties secondary school principals face when dealing with students' insubordination. For political purposes, some politicians meddle in the administration of secondary schools in their districts. Because they serve as their political point men in the region, members of parliament will defend underperforming headteachers. Others disparage exceptionally dedicated headteachers who could have opposing political views to their own. The performance of the head teachers, including how they handle indiscipline in their schools, is impacted by this influence. It's interesting to note that certain parents in Ghana have a penchant for threatening head teachers who impose disciplinary measures on their children. Due to their influence, some of the parents have used their authority to intimidate the head teachers, preventing them from applying the proper sanctions to their children. Ige (2019) reports that in Kenya, principals may put off enforcing disciplinary actions like suspensions out of fear that certain powerful parents may order their termination and unconditional readmission of the student. This sends the wrong message to the other students since inconsistent execution of disciplinary measures undermines their intent.

In reality, in developing nations, teachers have been punished and publicly humiliated for disciplining students. For instance, form four students at Murray Secondary in Taita Taveta who had been expelled for leaving school without permission sued the headmistress, the board chairperson, and the Coast Provincial Director of Education (Kinyua, 2019). Teachers in Kenya have become more cautious since corporal punishment was outlawed in order to avoid being accused of abusing their students. As a result, many of them are reluctant to chastise their students, which worsen the indiscipline problem in schools. A good high school teacher bears a striking resemblance to a good parent. The ability to set an example for students is one of the traits that a high school teacher should have. Sadly, this is not always the case, and some teacher actions have prompted students to act erratically. Inappropriate knowledge on the part of the headteachers in the management of discipline in secondary schools has been a hindrance. The effectiveness of a disciplinary system depends on a clear fundamental policy that the leader of the organization establishes after consulting the workforce. If a headmaster is inefficient in his or her leadership and managerial tasks, to some extent, that person becomes a cause of indiscipline. To equip headteachers with the finest management techniques, it is crucial to identify their training requirements in this area and offer in-service training programs.

2.4   Concept of Behaviour

According to Pickens (2005), behaviour refers to a person's peculiar conduct. This implies that, behaviour could be bad or good. The environment in which a person was raised as well as their genetic traits are frequently considered to play a crucial role in how they behave. Similar to Nwankpa (2017), considered behaviour to be a reflection of an individual's true nature. This reality calls for

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the alternative definition of behaviour, which is how we conduct ourselves in both private and public settings. As indicated by Abdallah and Usman (2017), behaviour is a learned skill that is either gained consciously or unconsciously and describes how an individual functions in a given environment. Behaviour patterns are taught through exposure to situations that eventually lead to internalization of facts that become an integral part of the person. According to Tuchili (2019), behaviours are both innate and acquired through interaction with the environment. As a result, behaviour is adaptive and is influenced by the frequency, type, and nature of reward. We develop habits by repetition, and the more we do so, the more effectively we can repeat our actions in the future.

There are two categories of behaviour: covert and overt behaviour. While overt behaviour is driven by external influences like teachers, peer groups, your environment, school, or the kind of household you come from, covert behaviour is demonstrated when a person is motivated to behave in a particular way without receiving external reward. These factors influence the kind of behaviour a student may display. Disruptive student behaviour is bad for the academic community because it hinders other students' learning, prevents teachers from teaching as effectively as possible, diverts energy and resources away from the educational mission of the school, and may be a sign of serious personal issues or distress on the part of the disrupter (Ekennia, 2015).

According to Hollis (2008), a bad behaviour is one that interferes with the personal growth and development of the individual as well as the growth and development of those around them. Because of the repercussions, all civilizations vehemently disapprove of and detest bad behaviour. Additionally, Bolu-Steve and Esere (2017) believed that poor family training was to blame for negative

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behaviour in schools, which included absenteeism, drug usage, cultism, sexual immorality, bullying, stealing, and loud behaviour. According to Anagboso (2009), cheating is an illustration of poor student behaviour. Others include dishonest conduct, cheating on exams, plagiarism, fraudulent admissions, working with classmates to cheat on assignments, and using foul language. These are just a few of the undesirable behaviours observed in the classroom. Truancy occurs frequently when misbehaving youngsters skip school without permission from their parents or the school administration. Sometimes when these students leave for school, they get distracted and go to other locations or activities instead, which might get them into problems. These students could also struggle to focus or stay engaged in any worthwhile activities for a sufficient amount of time (Anagboso 2009). Onyeachu (2010) also contended that good behaviour is the best because, it is acceptable worldwide. All ethnic groups accept good behaviour. Some factors that affect individuals' behaviour in the society starts from the following places:

- Home and family

- Societal factor and

- Psychological factor.

Odoemelam and Ajoku (2010) revealed that behaviour could be described in the following words as conduct, actions, bearing, carriage, comportment, demeanor, and manner. Behavioural traits are used to evaluate behaviours. This will allow the counselor or instructor to determine the student's personality, type, and traits, such as if he or she is moody, cheerful, sad, glad, aggressive, gentle, noisy, or silent. Once the issue has been detected in the classroom, the teacher will know the best course of action to take in order to change the disruptive

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behaviour and assist the kid in improving themselves. Igbo (2005) asserts that one type of behaviour that is viewed as a vagrant form of human activity that has somehow strayed from the more orderly currents of social life and that requires modification is deviance. The following actions need to be modified: disobedience, sexual offenses, violence, truancy, lying, and stealing. The presence of aberrant behaviour among secondary school students appears to have an impact on classroom management. Numerous studies on student deviant behaviour have been conducted to determine the causes of such behaviours in school-aged youngsters (Shin & Koh, 2008; Were, 2006; Mooketsi, 2014; Walter, Gouze, & Lim, 2006). According to Igbo, the parents (home) are to be blamed for the predicament. He reported that there are series of causes of deviant behaviour originating from the home. These include:

a. some parents condone the gross misbehaviour of their children at home instead of condemning it and

b. a break in the family such as separation, divorce or death, permissive and authoritarian parents, and parent's improper degree of security and affection produce deviant behaviours among secondary school students.

Some behaviour is sometimes influenced by a person's family background, while others come from their peer group. In order to determine the appropriate tactics to utilize in modifying a student, teachers must first understand the core cause of the deviant behaviour, whether it comes from the child's home, peers, or surroundings. This is the question that this study aims to answer. This will make it possible for teachers to effectively manage the students in the classroom.

2.5   Concept of Behaviour Modification

Onwuasoanya, (2006) conceptualised the concept "behaviour modification" as generic term for any procedure deriving from learning theory. He added that the objective is to alter a person's behaviour or manner of interaction with the outside environment. Similar to this, Skinner (1953) described behaviour modification as the process of altering behaviour through the use of operant conditioning techniques. In the field of counselling, the terms behaviour modification, behaviour therapy, and behaviour counselling are frequently used interchangeably. The two key ideas that are based on classical and operant conditioning must be understood in order to comprehend behaviour modification. Ivan Pavlov is credited with creating classical conditioning. It is created by repeatedly pairing two stimuli, one of which elicits an automatic reaction (unconditioned response, or UR), which is initially elicited by an unconditioned stimulus (US), and then develops into being elicited by a different, formerly neutral stimulus (NS), which then becomes a conditioned stimulus (CS) (Akinade, 2005). Operant conditioning is the process by which a response's strength or weakness is determined by the outcomes it generates. Behaviour modification, also known as behaviour therapy, is the application of experimentally supported behaviour change strategies to alter an individual's responses to stimuli, such as changing an individual's responses to stimuli by rewarding and punishing adaptive behaviour and reducing maladaptive behaviour. According to Pear and Martin (2015), behaviour modification is mostly employed in clinical and educational psychology, particularly when working with clients who have learning disabilities. The majority of the time in daily life, it occurs in a classroom setting where a teacher is attempting to change a student's behaviour. The term "behaviour modification "as used in this study refers to

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methods for boosting positive behaviour through reinforcement and reducing negative behaviour through punishment.

Several authors have provided a list of various methods that can be used to change student behaviour in schools (Egbochukwu, 2012; Nwosu et al. 2013; Ofole & Okopi, 2012). Much of these strategies emanated from the umbrellas of therapies such as psychodynamic therapy, behaviour therapy and cognitive behaviour therapy, and these are discussed as follows:

This therapy, also referred to as psychodynamic psychotherapy, maintains that unconscious events and emotions can affect both our capacity to function and our emotional well-being (Egbochukwu, 2012). With the use of this therapy, the therapist tries to get clients to reveal their genuine emotions and face their phobias, such as aversion to math and the natural sciences. The therapist works under the presumption that the unconscious mind, often known as the subconscious, and those feelings housed there are frequently too uncomfortable to be acknowledged, leading people to live in denial of these phobia-related issues. Such denials can be seen in students who choose to act as if they don't have a problem in one or more topics rather than admitting to the teacher that they do. The therapist should consider sociocultural imprints that might have an impact on pupils' self-concept and capacity to succeed in spite of difficulty or constraint. According to Summer & Barber, (2010) Psychoanalytic or psychodynamic therapists may employ free association, resistance, and transference procedures. Theoretically, this therapy is influenced by Alfred Adler, Carl Jung, Erik Erickson, and Sigmund Freud, among others.

Initially, behavioural therapy focused more on external behaviours that indicated a need for behaviour modification than internal psychological processes (Egbochukwu, 2012). Nowadays, however, behaviour therapy acknowledges thoughts

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and feelings as cognitive constructs, with the fundamental premise that assessment and treatment of situations requiring behaviour modification should be guided by specific principles supported by empirical research. These principles, which include operant conditioning, classical conditioning, and modelling also known as social learning are employed in this therapy to support behaviour modification. The identification of problem behaviours, the creation of new learning opportunities, and the increase of the client's (student) pool of alternate behavioural responses are only a few of the broad therapeutic goals, according to Craske, (2017) The tactics employed in this therapy include role acting, methodical desensitization, modelling, homework, and activity planning. Some of these methods have received scientific validation as effective methods for treating symptoms that call for behaviour adjustment. A warm, sincere, and empathic relationship between the therapist and client is essential to the therapeutic process but is insufficient on its own to effect behaviour change, according to Michelle, (2017) cognitive principles were adopted following dissatisfaction with a strictly behaviour approach. Albert Bandura, J.B. Watson, B.F. Skinner, I.P. Pavlov, and others have all contributed to this theory.

The creation of this therapy owes a great deal to Aaron Beck, (2019) whose methods are widely regarded as effective in therapy. CBT places a strong emphasis on helping clients identify and alter their negative and unhelpful thought patterns as it is an insight-focused therapy. The theoretical underpinning of CBT is the idea that how people interpret and organize their experiences affects how they feel and act. According to Egbochukwu (2012), CBT consists of two parts: cognitive and behavioural. The cognitive part works to alter the clients' thought processes so they can overcome their phobias. The behavioural aspect of CBT is utilized to alter how people respond to anxious circumstances. For instance, it may be possible to help a

student with panic disorder think that his panic attacks are not a warning that the exam itself may fail. After the student has a cognitive change, his behaviour during the exam may also alter; as a result, he may be forced to face his phobias (Craske, 2017). Through exposure to hazardous stimuli, this therapy helps patients prepare for and successfully handle the feared shock. The moment the customer modifies his perspective, the perception of the issue becomes more contextually understandable. According to Becko, (2019) students experience conflict between academic goals that they value in the long run and non-academic goals that they find more gratifying in the moment.

Techniques are those ways aimed at enforcing behaviour when they are appropriately done by an individual. According to Akther et al. (2020), a technique refers to the method of doing something in an expert manner in our various classes. Behaviour when reinforced in a positive way encourages the student to keep the behaviour up and make the bad behaviour to change to good. Technique for Behaviour Modification refers to method of establishing appropriate behaviour in individuals and discouraging those that are undesired. Research in the last decade has led to the formulation of certain techniques that are used for behaviour modification (Ekennia, 2015).

Behaviour modification techniques is the use of empirically demonstrated behaviour change techniques to improve behaviour, such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and the reduction of maladaptive behaviour through punishment, (Pear & Martin, 2015). Technique is therefore a process of altering a person's reaction to stimuli. To change a person's behaviour therefore, it is important for a teacher to structure his/her student in classroom. Akinade (2005) posited that

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techniques are therefore important if a teacher is to bring out the desired behavioural change in a student. The techniques of behaviour modification in our schools are from various cultural settings. Some of these techniques are very similar from among the various cultures and are similar to some traditional way of modifying a child's behaviour such as canning the child or kneeling down. To do this, Bukhari (2016) stipulated that there are definite steps to follow:

a. Identification of the problem of the student

b. Definition of the specific cause of the problem.

c. Assessment and determination of the baseline data of the problem

d. Determination of the best technique in solving the disruptive behaviour.

e. Evaluation of the teacher outcome of the behaviour change, follow up.

Behaviour Modification Technique is effective if an appropriate behaviour is observed, identified, targeted and not stopped. Most of the techniques used in behaviour modification are based on such theories as the Classical Conditioning theory of Ivan Pavlov, and Operant Conditioning theory of Skinner.

Appropriate behaviour can be taught and learned. Both regular students and those with disability might need more than oral directions in order to understand how teachers expect them to behave in their classroom. A teacher can teach appropriate behaviour through the following strategies by providing students with guidance and information to teach them the correct behaviour required and use of stories and role-play to teach actions such as asking permission to leave a seat, forming a line, walking to the lunchroom, sitting quietly and keeping hands to one's self.

2.6   Reinforcement Strategies

According to Maxwell and Ukoima (2020), reinforcement-preamble is a common knowledge that learning is not the outcome of accidental contingencies. Educators and learning theorist have come to agree that certain variable influence the rate at which learning takes place. Reinforcement is used to sustain desirable behaviour. It helps to create desirable consequences that will strengthen or facilitate certain behaviour. Agi et al. (2020) stated that reinforcement is an event or action followed by a response such that it increases the probability that such a response will occur. Teachers should try and praise students by giving them both tangible and nontangible reward for children to repeat their good behaviour (Maxwell & Ukoima 2020).

Another side of the coin is negative reinforcement. It is used to encourage the occurrence of desirable behaviour by removing obstacles against recurrence (Yeboah 2020). When a student acts the same after deploying preventative, teaching and positive reinforcement strategies, negative reinforcement strategies might be required. Examples of negative reinforcement strategies include a time out, sitting away from the rest of the class, removal of playtime privileges, referral to the principal, a note to parents or an oral reprimand. For example, a child who plays a lot in class with a particular child who comes from the same area as him or her can be helped to stop playing in the class by removing his friend to another class. In this way the obstacle, that is, his friend has been removed and the likelihood of the child not playing in class at least for some time is high.

In punishment, aversion stimulus is applied to correct undesirable behaviour. Punishment is the behaviour modification technique that has been over used in this way leading to stigmatization on the mind of students. Were (2006) pointed out that

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the effect of punishment is to suppress the repeat of that behaviour on which punishment was administered. For many years, punishment has been used as disciplinary measure in African countries especially (Kerr et al. 2020). However, there are two approaches to punishment in schools today. These are the traditional approach to punishment and the modern or humanistic approach to punishment (Were, 2006). The traditional approach seems to have been based on the idea that the child is naturally bad, and that his/her badness must be controlled and dealt with. Some people even view the child's nature as being evil and this evil must be dealt with ruthlessly. Consequently, in the early days of education and schooling, punishment was considered as the only disciplinary measure to be used on wrong doers. Punishment was then based on three major aims which are: punishment as revenge, punishment as a deterrent which was used to scare other children and therefore to minimize a possible increase in the same crime and punishment as a means of reform (Simatwa, 2012). Extinction can be defined as the selective withholding of students' anticipated rewards for a specific behaviour (Poon et al. 2021). This procedure is based on the assumption that behaviour is maintained by its supportive consequences. So, if the consequences of behaviour are withheld, that behaviour should be expected to be reduced or; eliminated. This is a type of technique commonly used in homes, schools and offices. 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 extinction is initially used to decrease undesirable behaviour that can be tolerated temporarily. In using extinction to eliminate undesirable behaviour, there is the need to ensure that what is reinforcing particular undesirable behaviour can be withheld. Students who scarcely keep the rules and regulation of the school and who insult teachers can be said to have

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undesirable behaviour. This behaviour can be sustained by the reinforcement he gets in form of cheers from the peers. Extinction should be combined with other techniques for more effective teaching so that transfer of learning will take place (Poon et al. 2021).

Kim et al. (2022) defined token economy as a behaviour therapy in which tokens are given to individuals for exhibiting desired behaviours. They further posited that, token economy is an intensive in-class positive reinforcement programme for building up and maintaining appropriate classroom performance and behaviour. Under this strategy, the use of tokens helps to increase or decrease desirable and undesirable behaviours respectively. Tokens are used as positive reinforcers and motivators of desired target behaviour in the classroom, that is, a student is immediately given a token for exhibiting desired behaviour. For the universal meaning of the term *token*, it is merely an object that is exchanged for goods and services (Andzik et al. 2022). Gbezzi and Lewon (2022) describes a token as whatever the teacher uses to motivate a learner to exhibit desired academic behaviour; this includes physical or material items such as cash, confectionery, pens, pencils and books as well as the award of points. Also, Reiber and McLaughlin (2004) suggested a combination of a penalty system with positive reinforcement as a more effective behavioural strategy. Reiber and McLaughlin also suggested that token economies can be of great value to the student with good impulses in that it offers a cogent reason for appropriate behaviour for the avoidance of fines.

Studying the effect of behaviour modification (token economy) on the academic achievement of secondary school students in Rivers State (N=160), Iheigbulem, Ihiegbulem and Igwebuike (2011) discovered, using a quasi-experimental design, that the experimental group significantly improved on their achievement level

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when compared with the control group. Thus, it can be inferred that token economy was effectively discovered to have positive effect in motivating students for academic achievement in secondary schools. From the foregoing, one can deduce that behaviour modification via psychological/counselling principles can work in the Nigerian context and should be used in place of corporal punishment and other psychologically debilitating strategies to actualize learning outcome. Shaping is the process of teaching a new behaviour through selective reinforcement of progressive approximations of the target behaviour. It is a control procedure in teaching both academic and social behaviours because some difficult behaviours cannot always be achieved in a single effort; thus, there is the need to progress from simple to complex elements of such behaviours (Amponsah-Amfo-1997). The technique of shaping is another behaviour modification strategy. Teachers must remember that, if they wait for students to perfect behaviours before offering rewards, students may never attain the target behaviours. Counsellors should be sensitive and skilful in determining the intermediate steps to be used in the procedure. Shaping as technique for modifying undesirable behaviour, requires reinforcing of behaviours already in the repertoire of the individual, which resemble the terminal response, or behaviour in view. Consequences are arranged to develop desirable behaviour so that students will benefit from it. For shaping to be effective, skills used must consist of selecting the right responses to reinforce and knowing how long to reinforce each approximation before moving to the next step (Ekennia, 2015).

Stimulus control is a technique derived from Pavlov's classical condition theory. Pavlov is one of the stimulus response theorists. A stimulus is any observable, identifiable event or situation that is used to correct behaviour. Stimulus control is a process by which environment contingencies are altered in

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order to reduce the probability of particular behaviour occurring. This technique is used to improve self- control such as the urge to eliminate urine carelessly. According to Okeke (2006) a stimulus most of the time leads to a response. For example, when one is given a slap by another (that slap is a stimulus) the tempting response, which could be considered appropriate, is to slap back. But one can disregard the urge to slap back and go away. The determination not to slap back is known as control. Teacher must put this type of technique into practice so that student would be able to control themselves.

2.7   Empirical Review

2.7.1   Prevalence of student's indiscipline in schools

The issue of student indiscipline has garnered significant attention from scholars worldwide. A notable investigation into this matter was conducted by Ngwokabuenui (2015), focusing on student indiscipline within secondary schools in Cameroon. Employing a descriptive survey research design, the study formulated four research inquiries and examined two hypotheses. The research involved 3,240 participants drawn from 120 schools representing various sectors across four regions of Cameroon, selected through equal probability sampling. A 30-item questionnaire was used for data collection. The study employed stratified sampling to select participants, encompassing teachers, discipline masters and mistresses, principals, and vice principals. To address the research questions, descriptive statistical measures such as percentage and mean were utilized, and one-way ANOVA was employed to assess the hypotheses at a significance level of 0.05. The results indicated that common forms of indiscipline included defiance towards teachers and school prefects, collective misconduct, and unacceptable behavior. Indiscipline was categorized into three origins: student-based, societal-based, and school-based factors. Effective

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solutions to combat indiscipline in secondary schools included moral leadership, moral education, educational orientation, and the implementation of behavior-accountability policies.

Additionally, Idu and Ojedapo (2011) scrutinized the factors contributing to indiscipline among secondary school students and stressed the importance of addressing this issue within our educational system. Using a survey research design, the study focused on government secondary school students in the Ogba/Egbema/Ndoni Local Government Area of Rivers State, numbering approximately 3,024 students. A sample of 200 students was randomly selected. The research posed four research inquiries and employed the "Students Indiscipline Questionnaire" (SIQ) comprising 12 items. Experts validated the instrument, establishing a reliability coefficient of 0.80 through test-retest reliability analysis. Mean scores were employed to address the research questions. The findings pointed to parental attitudes, government apathy, teacher influence, and peer-group impact, among other factors, as contributing to student indiscipline. Addressing student indiscipline requires attention to parental involvement, teacher attitudes, government initiatives, and peer-group influences.

Furthermore, Kwamta, Shettima, Audu, and Kabu (2021) conducted an investigation into the causes, consequences, and potential solutions to student indiscipline among secondary school students in the Maiduguri Metropolitan Council of Borno State, Nigeria. Utilizing a qualitative research approach, specifically a case study design, and the study involved senior students, teachers, and school administrators as the target population. Convenience sampling was employed to select the sample, and data was collected through focus group discussions and key informant interviews. Qualitative content analysis was applied to analyze the gathered data. The

results revealed that the roots of indiscipline in schools encompassed factors such as family background, peer group influence, inadequately defined rules and regulations, and a lack of school counseling services. The study also underscored the adverse effects of indiscipline, including compromised academic performance, disruptions in school activities, and the emergence of irresponsible members of society. Among the recommendations was the establishment of comprehensive rules and regulations in schools, accompanied by clear consequences for violations and rewards for commendable behaviour.

More so, Gatawa, Nafiu, Jagaba, and Hassan (2021) investigated student indiscipline within tertiary educational institutions in Sokoto State, utilizing a mixed-method approach involving 3,270 academic staff and 4,344 final year students from all higher educational institutions in the state. A survey instrument, validated by experts and boasting a reliability coefficient of 0.9, was distributed to 692 respondents. Quantitative data were analyzed using descriptive statistics such as mean and standard deviation, while qualitative data underwent coding and manual inductive content analysis. The findings shed light on the consequences of indiscipline, including the proliferation of academic dishonesty, incidents of sexual harassment, diminished academic performance, and instances of examination malpractice. Schools employed strategies such as formulating clear rules and regulations, effectively communicating these rules to the entire school community, and apprehending and disciplining offenders. The study also emphasized the influence of factors like parental involvement, staff supportiveness, technological advancements, media, and political interference on the effectiveness of institutional efforts to combat student indiscipline.

Again, Opara (2017) conducted an investigation into the menace of student indiscipline and its detrimental impact on the academic performance of junior secondary school students in Bwari Area Council of the Federal Capital Territory, Abuja. Employing a descriptive survey research design, the study targeted 498 junior secondary school students from five schools in the area, with a sample of 250 students chosen through simple random sampling, ensuring equal representation. Data was collected using a closed-ended questionnaire. The findings revealed a high prevalence of indiscipline, with negative consequences on the academic performance of junior secondary school students. Contributing factors included media influence (newspapers, radio, and television), the environment in which children grow up, inadequate parental guidance and upbringing, societal ideals, peer group influences, drug use, favouritism by teachers, overcrowded classrooms, and a lack of enforcement of school rules and regulations.

2.7.2 Perceptions regarding the integration of behaviour modification techniques

Perceptions regarding the integration of behaviour modification techniques into educational settings have attracted substantial scholarly attention in recent research endeavours. In a study conducted in Syria by Orabi (2007), an evaluation was carried out to assess educators' competence in implementing behaviour modification principles, particularly those working with children with autism. The findings from this investigation underscored that teacher possessed only minimal essential knowledge related to behaviour modification techniques. Furthermore, an intriguing gender disparity emerged, with male educators demonstrating a superior understanding of behaviour modification concepts compared to their female peers. It is worth noting that additional findings from the study hinted at two factors linked to

a heightened understanding of behaviour modification among educators: the possession of postgraduate degrees and a relatively shorter duration of professional experience.

Moreover, Yeboah, Dabone, and Mensah (2020) conducted a study to gauge the practical application of behaviour modification techniques by pre-service teacher interns in classroom settings, employing a cross-sectional survey design. The research adopted a descriptive approach with a quantitative methodology and included a sample size of 350 respondents. Data was gathered using a three-point Likert-type scale questionnaire. The study's outcomes revealed that pre-service teacher interns did not consistently utilize most of the behaviour modification techniques expected for effective classroom management during their internship program. Additionally, the findings indicated no significant differences between male and female respondents in their utilization of behaviour modification techniques. Similarly, the study observed that the curriculum for pre-service teacher interns had no substantial impact on their application of behaviour modification techniques.

Furthermore, Al-Bustanji, Almakanin, Beirat, and Bdour (2018) investigated the levels of knowledge among pre-service special education teachers regarding the fundamental principles of behaviour modification (BM) and its association with various variables. The study's sample comprised 171 pre-service special education teachers, and researchers developed a 50-item instrument to assess participants' knowledge levels, which was validated and found to be reliable. The results indicated that, on the whole, pre-service special education teachers possessed a low level of knowledge concerning the fundamental principles of behaviour modification. Interestingly, female participants exhibited higher levels of knowledge compared to their male counterparts. Additionally, statistically significant differences were

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observed among participants based on their university, GPA ratings, and the semester during which they had taken a BM course, whereas no statistically significant differences were found based on the type of disability that pre-service teachers were preparing to address.

Furthermore, Shang (2008) conducted a comparative analysis of Indonesian educators' understanding and teachers' competence in addressing behavioural issues through the application of behaviour modification (BM) strategies. The outcomes of this study revealed a significant contrast, indicating that the participants displayed relatively modest proficiency levels when it came to implementing BM strategies. Interestingly, the research also revealed that teachers exhibited a more advanced grasp of BM strategies compared to their administrative counterparts, the principals.

2.7.3 Common behaviour modification toolkit employed in managing students' indiscipline behaviours

Saddiq (2020) conducted a study to assess the extent to which academic advisors in public schools in Mecca, Saudi Arabia, utilized behaviour modification techniques among elementary students, considering their years of experience and specialization. The research adopted a descriptive survey approach and intentionally selected 30 academic advisors using purposive sampling. The researcher designed a 39-item scale encompassing three domains: Cognitive, Action, and Evaluation. Results indicated a high degree of utilization of the Cognitive domain for behaviour modification by academic advisors, followed by the Action and Evaluation domains, respectively. Artificial reinforcement emerged as the most frequently used behaviour modification technique, while punishment ranked the lowest. Moreover, no statistically significant differences were found in the participants' responses based on years of experience or specialization. The study recommended fostering collaboration

between school administrations and academic advisors to develop and implement behaviour modification plans grounded in student behaviour assessment and appropriate modification techniques.

Nwamma (2022) conducted an investigation into the repertoire of behavior modification tools employed by school counsellors to address disciplinary issues among secondary school students in Anambra State. This study was guided by two primary research inquiries and utilized a descriptive survey research design. The research encompassed the entire population of school counsellors in the 262 public secondary schools within Anambra State. A sample of 108 school counselors was selected through a proportionate sampling technique. Data collection was carried out using a researcher-crafted instrument known as the "Behaviour Modification Techniques for Controlling Indiscipline Questionnaire (BMTCIQ)." The analysis involved calculating the mean and standard deviation. The research findings unveiled that school counsellors effectively employ counselling techniques to manage indiscipline among secondary students in Anambra State. In light of these findings, one of the key recommendations was that the Ministry of Education should organize in-service training programs to enhance the knowledge and skills of school counsellors in the application of counselling techniques for disciplining students.

Achi and Eremie (2018) delved into an examination of behaviour modification techniques within secondary schools in Imo State, Nigeria, with a specific focus on the contributions of school counsellors. The study adopted a descriptive research design and had a population of 450, with a sample of 214 counsellors selected via stratified random sampling. The research questions were addressed using descriptive statistics, particularly the mean. Notably, the study unearthed that corporal punishment, defined as a method wherein an adult intentionally inflicts pain upon a

child in response to unacceptable behaviour or inappropriate language, was being employed as a disciplinary approach. Additionally, it was observed that negative reinforcement, positive reinforcement and extinction played significant roles within the school system. Consequently, the study concluded that these behaviour modification techniques, including negative reinforcement, positive reinforcement, and extinction, should be refined to enhance the effectiveness of the educational system. The utilization of corporal punishment within schools erroneously reinforces physical aggression as an acceptable and effective means of addressing unwanted behaviour, rendering it an ineffective, perilous, and unacceptable disciplinary method.

Al-Saddi (2016) aimed to identify the reinforcement and punishment strategies adopted by teachers to modify the behaviour of elementary students. The study employed a descriptive exploratory approach, with a sample size of 230 teachers. Data were collected primarily through questionnaires. The study findings revealed that teachers implemented negative reinforcement strategies such as contacting guardians and reprimanding students, along with positive reinforcement methods like smiling, applause, showcasing high marks, granting extra marks for good conduct, and employing artificial reinforcers.

2.7.4 How teachers apply Behaviour Modification Toolkit to maintain discipline in the classroom

Shahzad, Ali, Qadeer, and Khan (2011) undertook a study with the primary objective of comparing the perspectives of educators and students regarding the utilization of behavior modification techniques within the context of secondary education. The study encompassed the entirety of teachers currently employed and students presently enrolled in government secondary schools in Punjab, constituting

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the study's population. To ensure a well-balanced representation, a sample of one thousand teachers and students was randomly drawn, maintaining an equal distribution between rural and urban settings, as well as between male and female secondary school instructors. The data collection instrument employed was a comprehensive questionnaire, administered in person. Subsequently, the collected data was meticulously organized, subjected to rigorous analysis, and interpreted using appropriate statistical tests, including one-way chi-square and two-way chi-square, with a predetermined significance level of 0.05. Based on the resultant findings and ensuing discussions, it was ascertained that a considerable proportion of teachers lacked proficiency in applying appropriate behaviour modification techniques, often being entirely unaware of these methodologies. The overall study underscored a significant dearth of awareness among our educators regarding modern classroom management techniques, emphasizing the imperative need to equip teachers with the latest tools for effective classroom management.

Mukhaye (2018) conducted an investigation with the principal aim of elucidating the application of behaviour modification techniques in addressing maladaptive behaviours exhibited by male and female students during physical education activities within Kimilili Sub-County, Bungoma County. The study targeted 498 educators across 21 secondary schools in Kimilili sub-county. Ninety-nine teachers were purposively selected using the Yamane Taro (1967) formula. Employing an exploratory survey design, data were collected through a questionnaire constructed on a 5-point Likert scale. Subsequently, the collected data underwent coding, entry into a computerized database, and analysis utilizing the Statistical Package for Social Sciences (SPSS v.20). The presentation of data was conducted in a descriptive manner, featuring percentages, tables, means, standard deviations, and

cross-tabulation tables. Furthermore, chi-square statistics were applied for analytical purposes. The findings brought to light that punishment stood out as the most frequently employed behaviour modification technique by teachers when dealing with behavioural issues. It was predominantly utilized for addressing instances of bullying, physical altercations, and the use of offensive language. Conversely, behavioural contracting was primarily used for managing hazing and dishonesty, while reinforcement was deployed to a lesser extent.

Moreover, Patel (2021) implemented disciplinary principles within the context of higher education to explore the influence of attitudes and behavior on the learning environment, emphasizing collaborative approaches with adult learners to maintain relevance. Employing a qualitative research methodology, the study contrasted the perceptions of students across different academic levels, all framed within a critical realist theoretical framework. Data collection was executed through an online open-ended questionnaire as the initial phase of participatory action research, serving as a platform to guide reflection, action, and subsequent research endeavours. The participant responses unequivocally linked behaviour modification, particularly counselling strategies, to the management of student indiscipline in higher education.

In a parallel vein, Sadruddin (2012) conducted an investigative action to scrutinize the strategies employed for upholding discipline within the classroom. The study sought to ascertain whether punitive measures and demotivation were more efficacious as tools for reinforcing discipline and whether a correlation existed between students' conduct and disciplinary practices. The study's sample consisted of 30 students, with an equal gender distribution, enrolled in grades 9 and 10. Data were collected through personal observations, reflective journaling, and audio recordings. The investigation revealed that students exhibited a greater sense of ease when

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positive reinforcement strategies were employed and when routine plans accommodated their interests. Furthermore, student engagement in the classroom increased when punitive measures and demotivation were minimized, and their opinions were accorded utmost consideration, fostering a sense of importance. Ultimately, the study concluded that positive reinforcement, as a substitute for punishment, coupled with active incorporation of student perspectives, played a pivotal role in maintaining discipline.

Gatua (2013) conducted an inquiry within Rift Valley Province to evaluate the repercussions of guidance and counselling services on behaviour adjustment among secondary school students inhabiting both urban and rural locales. The investigation embraced a causal comparative framework encompassing 24 secondary schools. Data were procured through questionnaires disseminated to 346 students, interviews conducted with 48 school administrators, and questionnaires completed by 48 school guidance counsellors. An assortment of sampling techniques was strategically employed. Employing one-way analysis of variance (ANOVA), the statistical analysis unveiled that guidance and counselling services wielded a substantial influence on personal and academic proficiencies, along with social and emotional adaptations. In particular, urban schools exhibited a more pronounced effect on personal and academic competence, while their rural counterparts exhibited a greater impact on social and emotional adjustment. Remarkably, female students exhibited a more conspicuous transformation in social and emotional adjustment. In sum, this investigation concluded that secondary school guidance and counselling services play an indispensable role in behaviour modification.

Sharma, Malawade, and Shrikhande (2018) embarked on an exploration to scrutinize the efficacy of Behaviour Modification Strategies in addressing specific

classroom behaviours exhibited by school-going children. A total of 78 participants were enlisted for this study, each exhibiting distinct problematic behaviours that were meticulously identified and targeted for intervention. The intervention spanned over eight weeks, with sessions administered twice weekly, lasting approximately 40 to 45 minutes each. Daily assessments were conducted utilizing time sampling and frequency recording forms, which were pivotal in the application of Behavior Modification. Baseline data for time sampling and frequency recording were meticulously gathered on the first day before commencing the intervention, then subsequently at the fourth and eighth weeks. The study's outcomes were deduced through a comparative analysis of the baseline, fourth-week, and eighth-week readings. The findings conclusively affirm that Behaviour Modification Strategies are an efficacious approach for mitigating problem behaviours exhibited by students within the classroom environment.

Obibuba (2020) delved into the effectiveness of various behaviour modification strategies employed by educators to combat truancy in the Onitsha Education Zone. The research employed qualitative research methodologies such as focus group discussions, key informant interviews, and questionnaires to solicit insights from respondents. The study's target population consisted of primary school teachers within the zone, with a sample size of 250 respondents drawn from ten public primary schools via random selection. The investigation substantiated the effectiveness of behaviour modification techniques, particularly positive reinforcement, in addressing disruptive student behaviour. Based on these results, the study advocates that government bodies, encompassing federal, state, and local levels, collaborate with educational institutions, non-governmental organizations, and pertinent stakeholders to organize seminars and workshops. These initiatives would

serve to educate teachers on the judicious application of behaviour modification techniques, ultimately revitalizing the education system in Nigeria.

Wahab, Mansor, Awang, and Ayob (2013) conducted a comprehensive inquiry aimed at identifying the types and levels of disruptive behaviours exhibited by students in classrooms, as well as evaluating the prevalence of negative reinforcement approaches employed by teachers in managing and mitigating these disruptive behaviours. The study comprised 119 teachers selected from four national secondary schools in Zone A, Miri, Sarawak. Data were collected through questionnaires and subsequently analysed employing descriptive and inferential statistics, including one-way ANOVA. The research findings unveiled that absenteeism, particularly tardiness, and classroom defiance, where students refused to participate in social activities, were among the most prevalent disruptive behaviours within these national secondary schools. Additionally, the study highlighted the predominant use of negative reinforcement in the form of warnings as the favoured approach, surpassing other methods like scolding and punishment. Significantly, the practice of negative reinforcement exhibited variation based on the teachers' years of teaching experience.

Vargo (2013) embarked on an investigation with the aim of ascertaining the potential impact of behaviour modification programs on the conduct of high school students. The study adopted a quasi-experimental design and employed convenience sampling techniques. The sample encompassed 24 students enrolled in a standard American Government course at a suburban high school situated in a middle-class area of Baltimore. The treatment was administered in the form of a positive behavior rewards system and was administered over a span of three weeks. Data collection transpired thrice during the treatment phase utilizing a qualitative data collection tool, with subsequent analysis employing chi-square statistics. Surprisingly, the study

outcomes indicated that the employment of the behavior modification program failed to exert any discernible influence on the behaviors of the students.

2.8   Critical Summary and Lessons Learnt from Empirical Review

In the realm of student indiscipline within educational institutions, the research conducted by Ngwokabuenui (2015) and Idu and Ojedapo (2011) offers valuable insights into this prevalent issue. Ngwokabuenui's study in Cameroon not only identifies the common manifestations of indiscipline but also categorizes its underlying origins, thereby underscoring the pressing need for moral leadership and comprehensive education. On the other hand, Idu and Ojedapo's research in Rivers State, Nigeria, elucidates the contributing factors to indiscipline, encompassing parental attitudes, teacher influence, and peer-group impact. These studies collectively emphasize the imperative of addressing the issue of student indiscipline within the educational framework.

Turning the attention to perceptions regarding the incorporation of behaviour modification techniques, the studies by Orabi (2007) and Yeboah, Dabone, and Mensah (2020) shed light on educators' viewpoints concerning these techniques. Orabi's investigation in Syria underscores the necessity of enhancing teachers' grasp of behaviour modification methodologies. Meanwhile, Yeboah et al.'s research highlights that prospective teacher interns do not consistently apply behavior modification techniques, underscoring the role of the curriculum in shaping their practices. These research endeavours underscore the significance of equipping educators with proficient tools for behaviour modification.

In the context of the Common Behaviour Modification Toolkit employed to manage students' indiscipline behaviors, Achi and Eremie (2018) and Al-Saddanji, Almakanin, Beirat, and Bdour (2018) delve into the techniques utilized within

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educational settings. Achi and Eremie's study in Nigeria unveiled the adoption of both positive and negative reinforcement as well as punitive measures. Conversely, Al-Saddanji et al.'s research highlights the dearth of knowledge among pre-service special education teachers regarding behaviour modification principles. These studies advocate for refining behaviour modification techniques to bolster the efficacy of the educational system.

Regarding the application of the Behaviour Modification Toolkit to maintain discipline within the classroom, research by Shahzad, Ali, Qadeer, and Khan (2011) and Mukhaye (2018) scrutinizes the implementation of behavior modification techniques by educators. Shahzad et al.'s investigation in Punjab suggests that a significant number of teachers lack proficiency in these techniques, thereby accentuating the urgency of teacher training. In contrast, Mukhaye's research in Kimilili Sub-County, Kenya, spotlights the prevalence of punitive measures employed by teachers as a means of behavior modification. These studies underscore the critical need to enhance teachers' adeptness in applying behavior modification techniques effectively.

Concerning the effectiveness of the Behaviour Modification Toolkit (BMT) in ensuring students' discipline, Gatua (2013) and Sharma, Malawade, and Shrikhande (2018) provide evidence of the efficacy of guidance and counselling services and Behavior Modification Strategies in ameliorating student behavior. In a similar vein, Obibuba (2020) and Wahab, Mansor, Awang, and Ayob (2013) present findings demonstrating the affirmative impact of behaviour modification techniques in managing truancy and disruptive behaviours. However, Vargo's study (2013) posits that behaviour modification programs may not consistently yield the desired impact

on student behaviour. These findings underscore the necessity of tailoring approaches to ensure students' discipline effectively.

Considering the above, the use of behaviour modification techniques in managing indiscipline in schools has attracted a lot of research interest from around the globe. This is probably because indiscipline is very crucial in schools. Educational institutions are be devilled with many disruptive behaviours and they are making efforts in using behaviour modification toolkit in combating such behaviours. However, the advance made by many researchers in these efforts though the same, but there is still no clear indication as to how these tools should be applied appropriately.

Also, a lot of studies have been conducted on effectiveness of behaviour modification toolkit on the academic performance of students. However, studies on the use of behaviour modification toolkit in managing indiscipline among SHS students and particularly those in Agona East District has not been intensive. There was therefore a research gap in the study area.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter outlined the methods and procedures in analysing data in the present study. Furthermore, the methodology discusses the underlying principles and procedure that were followed in carrying out the research (kusi, 2012). This includes the research philosophy, approach and design that provided direction for the study. This chapter also, contains information on the study population, sample and sampling techniques, data collection instruments, data collection procedure, data analysis and ethical considerations. Also themes and classifications that emerged in the analysis of the data were provided. The chapter concluded by looking at the processes use in the collection of data on the research questions.

3.1   Research Paradigm

Globally, researchers have come out with philosophies which are said to be the feelings and beliefs about the world and how it should be studied and understood (Creswell, 2013). Philosophy is a system of beliefs and knowledge that influences someone's decisions, behaviour and actions including research decisions and actions. These beliefs and knowledge usually influence the way and manner that research is carried out by researchers though certain rules and regulations guides their epistemology. According to Gray, (2014) epistemology is the theory of knowledge and deals with how knowledge is gathered and the source. In research, these beliefs and knowledge strongly influence the researcher's interpretation of data, the choice of methodology and procedures as well as having impact on the analysis of the data. This implies that research philosophy is a set of beliefs, knowledge and practices that shows the methods and processes through which an investigation can be conducted.

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Therefore, the objective and purpose of a research is influence by these knowledge and beliefs that guides the research methodology. This leads to the ideas of interpretivism, positivism and pragmatism in qualitative, quantitative and mixed methods approaches respectively to research (Creswell, 2014).

The study adopted the interpretivist research paradigm since only qualitative data were collected and used for analysis. This approach perceives reality as intersubjectivity that is based on meanings and understandings on social and experiential levels. According Gray, (2014) people cannot be separated from their knowledge; therefore, there is a clear link between the researcher and research subject. The underlying idea of the interpretivists approach is that the researcher is part of the research, interprets data and as such can never be fully objective and remove from the research. Interpretivists are interested in the specifics, contextualised environment and acknowledge that reality and knowledge are not objective but influence by people within the environment (Gorman & Maclntosh, 2015). Therefore, this philosophical outlook is more subjective and subject to biases, thus cannot be generalised like the positivists approach. Research located in this paradigm follows the principle of the Hermeneutic circle, contextualisation, dialogical reasoning, multiple interpretations and abstraction (Myers & Klein 2011).

The reason for using interpretivism philosophy for this study involves the fact that, in exploring the use of Behaviour Modification Toolkits in managing indiscipline in SHSs in Agona East District includes the gathering of qualitative data through the use of semi-structured interview guide and classroom observation checklists, few participants were used to find out their perception on the use of behaviour modification strategies in managing indiscipline among students in SHSs. It generates non-numeric data (Gray, 2014). The study employed interpretivism paradigm

because, it offers a complete description and analysis of a research subject without limiting the scope of the research and the nature of participants' responses (Almalki, 2016). It explored how behavioural modification toolkits are employed by teachers, and management in dealing with students' indiscipline behaviour at the Senior High School level. Interpretive research acknowledges opinions, experiences, feelings and emotions of individuals who produced this constructive data (Kusi, 2012).

Furthermore, this paradigm enables the researcher to verbally collect data on the most prevailing indiscipline behaviours, perception on the use of BMT, and how the use of these techniques will influence discipline in SHS. Also, the research observed the types of BMT often used and how they are applied in the classroom in ensuring disciple through the adoption of the interpretivism paradigm.

3.2   Research Approach

This research engages the qualitative approach in conducting, analysing, explaining and interpreting the phenomenon under study. According to Creswell (2014), qualitative research is an approach for exploring and understanding the logic individual or groups assign to social or human problems. This means the qualitative study focuses on societal practices and their meaning in historical or cultural context (Lindof & Taylor, 2002). In qualitative studies, knowledge claims are centred on constructivist perspectives (Kusi, 2012). This allows the researcher to collect verbal data on a specific construct. Qualitative data were therefore collected from headmasters and teachers of SHSs in the Agona East District on the use of behaviour modification toolkits in maintaining discipline in the

Qualitative researchers focus on generalized, open-ended questions to produce the subjective construction of meanings for the identified topic. Thus, constructed meaning (s) is normally created by interactions with other individuals (Creswell,

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2014). Qualitative research also describes social phenomena as they occur naturally, without the artificiality that sometimes surrounds experimental or survey research (Mohajan, 2018).

The study employed qualitative research approach because, it offers a complete description and analysis on the prevalent indiscipline behaviours exhibited by students in SHSs in the district without limiting the scope of the research and the nature of participants' responses (Almalki, 2016). Also, it examined how behaviour modification toolkits are employed by teachers, and management in dealing with students' indiscipline behaviour at the Senior High School level.

The research approach employed reverberates with the research instrument designed and used for the data collection. The adoption of qualitative data enabled the researcher to collect verbal data from people using audio recordings which was transcribed easily for analysis. This allowed the thematic analysis technique to be adopted to analyse the data to answer the research questions. It also helped the researcher to sample heads and teachers who participated in the study on the use of behaviour modification toolkits in maintaining discipline in SHSs.

3.3   Research Design

A research design is described as a blueprint upon which research activities are anchored (Kuranchie, 2021). Bryman, (2016) also describe research design as a framework for the collection and analysis of data. From the definitions, it is observed that the research design offers the stratagem and set conditions for gathering, measuring and analysis of data.

To collect data of this nature, following the research paradigm and approach for the study, the semi-structured interview guide and classroom observation checklist was employed. Based on this, an intrinsic case study design was adopted in the study.

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According to Miles, Huberman and Saldana (2014), a case study research design involves detailed and intensive analysis of a particular event, situation, organization, or social unit. This design is the most ideal because it allowed the researcher to generate a concrete, contextual and in-depth knowledge about a specific issue like student indiscipline in its real-life context (Bryman, 2016). This design allows the researcher to explore the prevalent indiscipline behaviours in SHS, predominant BMT used in managing students' misconduct and the implications of teacher's perception on the use of BMT in ensuring discipline in SHS in Agona East District. This design also offers the researcher the opportunity to collect different kinds of data, such as interviews and observations as applied in the study. The choice of this approach was necessary as it gave the researcher the opportunity to probe deeper into perception of teachers regarding the use of behaviour modification strategies, the common behaviour modification toolkit normally employed by teachers, how they apply modification toolkit to influence discipline in the two senior high schools in the Agona East District.

However, along with positive effects of using case study design as stated above, there are several others disadvantages to consider, including: case study results can be difficult to replicate because researchers can allow their own feelings, opinions and preferences to influence the case study, which is known as researchers bias. These make it difficult to generalise the findings from one case to other settings. Also, readers who are accustomed to clear-cut statistical answers are not easily convinced with the results of case study.

In conclusion, it is important to state that though two SHS were selected for this study, it was a single case.

3.4   Site and Sample Characteristics

Creswell (2015) refers to study site as an immersive environment which can have various settings for a researcher to use. The study was carried out in Agona East District which is one of the twenty-two districts in central region of Ghana. It was originally part of the larger Agona District, which was established in 1988. However, on February 29, 2008, it was split from the Agona District to form the Agona East District. The remaining portion was renamed Agona West district, which subsequently became the Agona West Municipal. Situated in the eastern corner of the region, Agona East District shares its boundaries with the Agona West Municipality and Gomoa East District Assembly to the south, Birim South District in the Eastern Region to the north, Awutu Senya District to the east, and Asikuma-Odoben-Brakwa and Ajumako-Enyan-Essiam District to the west. The district is divided into five town/area councils, namely Kwanyako, Nsaba, Asafo, Duakwa, and Mankrong. The capital town of Agona East District is Nsaba. As per the latest statistics from the Ghana Statistical Service in 2021, the district has a total population of 98,324, with 47,350 males and 50,974 females. The majority of the people in the district are farmers, and they predominantly speak the Fante language. Christianity is the dominant religion, although there are also adherents of Islam and traditional beliefs in the area.

Agona East District is well-equipped with essential facilities, including five clinics, three rural banks, eighty-six basic schools, and senior high schools which cater for the education needs of the population (Population and Housing Census Report, 2021). Agona East District is blessed with four public senior high schools out of which Swedru Senior High School and Kwanyako Senior High Technical School were chosen for this study. Swedru SHS was established in 1959 and is the oldest

school located Agona Asafo in the Agona East District. The second school for the study is Kwanyako SHTS located at Agona Kwanyako in the Agona East District and was established in 1991. These two schools were not conveniently or accidentally chosen, however they were purposively selected for this study because the two schools have common characteristics when it comes to students' indiscipline acts. For instance these schools are known with repeated issues of vandalism, rioting and hooliganism over the years as compared to the other two schools.

3.5   Population of the Study

According to Creswell (2017), population is a group of individuals who have the same characteristics and a whole subject that will be investigated in research whilst Ary, Jacob, and Razaviel (2010) construe that all members of a well-defined group of people, events or objects constitutes a study population. Population is a target group that a researcher is interested in obtaining information from in order to draw conclusion (Kuranchie, 2021). The study was exclusively conducted in the Agona East District. The study population includes all SHS in Agona East District. The district is blessed with four public senior high schools namely; Swedru Senior High school, Nsaba Senior High School, Kwanyako Senior High School, and Namawonra Senior High School.

The population covers teachers and heads in SHS in the Agona East District. The estimated population was five hundred and thirty-three (533) comprising of 517 teachers, sixteen Heads.

3.6   Sample Size and Techniques

A sample is a subset of individuals from a larger population whose selection is based on the knowledge of the elements for a research purpose. Kusi, (2012) described a sample as a sub-group of the entire population under study. The purpose of selecting a sample is based on the assertions of Tyrer and Heyman (2016) that it is impossible to use the whole universe in research and to select a target/subject to represent the whole population. Therefore, it is enough to select part of the population to represent the whole. Sampling technique involves taking a representative selection of the population and using the data collected as research information (Saunders *et al.,* 2007). The sampling technique provided a range of methods that enabled the researcher to reduce the amount of data collected by considering data from a sample than all possible populations or elements.

Swedru and Kwanyako Senior High Schools were purposively chosen out of the four schools for the study. The two schools have 337 teachers and 2 headmistresses and 6 assistant headmasters and mistresses. Firstly, since it is impossible to use all 337 teachers for this study, I employed maximal variation sampling technique to select eight (8) teachers to administer the semi-structured interview guide as well as the classroom observation checklists for the collection of data. They include senior housemaster, chaplain, senior housemistress and guidance and counselling coordinator from each of the two schools selected. This selection was done on the basis of experiences, ranks and portfolios of the teachers. Also, these teachers were purposively selected for the reason that they doubled as teachers and members of the school disciplinary committee who deals directly with disciplinary issues and behaviours of students in general in the school.

Furthermore, two (2) headmistresses and six (6) assistant heads of the two schools were all chosen on purpose that, they are the final decision makers on adjudicating students indiscipline behaviours especially at level three and four misconducts. Furthermore, enforcement of behaviour modification toolkit in managing indiscipline in the school is the prime responsibility of the heads. Purposive sampling technique involves selecting participants who are likely to provide important or unique insights into the research question. Therefore, the researcher deemed this sampling technique as useful since the researcher focused on cases that are particularly relevant or informative to the issues under study.

In all, sixteen (16) participants from the two schools were used for the study. Thus, eight (8) participants each from Swedru Senior High and Kwanyako Senior High respectively. Sampling technique employed for the study was purposive sampling technique specifically, maximal variation sampling technique. According to Creswell (2012), maximal variation sampling is a purposive sampling technique in which the researcher sampled individuals or cases that differ in characteristics or traits in order to capture a wide range of perspectives. The utilization of a maximum variation purposive sampling approach is strongly justified as the most fitting methodology for the research centered on "Effectively Addressing Discipline Issues in Senior High Schools within the Agona East District: Employing the Behavior Modification Toolkit." In the context of this qualitative investigation, characterized by a multiple case study design and encompassing a total sample size of sixteen (16) participants—comprising educators, guidance and counseling coordinators, headmistresses, and assistant heads—maximum variation purposive sampling emerges as an optimal choice due to its multifaceted advantages.

Primarily, the maximum variation purposive sampling technique was exceptionally well-suited for the qualitative exploration of intricate phenomena, such as the management of discipline in senior high schools. By intentionally selecting participants from diverse roles within the school system—ranging from teachers to guidance counselors, headmistresses, and assistant heads—the researcher can encapsulate a wide spectrum of viewpoints and lived experiences pertinent to the subject matter. The inclusivity of various roles guarantees a holistic comprehension of the strategies employed in handling discipline issues and the nuanced implementation of the behavior modification toolkit across distinct tiers of authority within the school environment.

Furthermore, as the study is geographically anchored in the Agona East District, which may exhibit idiosyncratic characteristics and contextual nuances, the application of maximum variation purposive sampling affords the opportunity to involve individuals from various schools dispersed across the district. Incorporating participants from multiple schools not only allows the identification of common trends but also facilitates the elucidation of unique insights exclusive to specific institutions, thereby enhancing the overall analytical depth.

Another compelling virtue of maximum variation purposive sampling lies in its inherent capacity to facilitate the exploration of divergent viewpoints and diverse experiential narratives. In a study with an objective to assess the effectiveness of a behaviour modification toolkit, the acquisition of a heterogeneous array of perspectives becomes imperative. Teachers, guidance counsellors, headmistresses, and assistant heads, owing to their distinct roles, responsibilities, and vantage points, are likely to harbour varying perceptions concerning discipline management and the utility of the toolkit. Deliberate selection of participants possessing disparate

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viewpoints and experiences empowers the researcher to identify both converging consensus and potential arenas of disagreement, thereby contributing to a more comprehensive and nuanced analysis of the subject.

Moreover, the adoption of the maximum variation purposive sampling technique seamlessly aligns with the qualitative research approach and the chosen multiple case study design. This alignment enables the researcher to delve deeply into each case, representing individual senior high schools, while simultaneously fostering substantive cross-case comparisons. This methodological harmony augments the study's robustness and validity by affording a holistic and nuanced comprehension of the management of discipline and the application of the behavior modification toolkit within senior high schools situated in the Agona East District.

Considering the above, the utilization of the maximum variation purposive sampling technique demonstrates an exceptional suitability for the envisaged study centered on the management of discipline in senior high schools within the Agona East District. This sampling technique facilitated the accumulation of diverse, all-encompassing, and divergent data from a wide spectrum of participants and schools, aligning seamlessly with the qualitative research approach and multiple case study design.

3.7   Data Collection Instruments

According to Spencer and Snape (2003), qualitative data collection instruments include observations checklist, semi-structured interview guide, focus group discussions, and document analysis, among others. In this study, semi-structured interview guide and classroom observation checklist were used as the main instruments for data collection. Kvale (1996) sees an interview as an interchange of views between two or more people on a topic of mutual interest. The respondent type

of interview was employed by the researcher to elicit open-ended responses. This type of interview was also used because the researcher needed interviewees to talk about their lived experiences and opinion on the subject matter.

According to Lindlof and Taylor (2002), appropriate experience in a scene is usually the key consideration in selecting respondents. Those people who have been through the critical events, career paths, of their institutions and groups are likely to deliver a rich lode of information. Cohen- Liebman (2017) describe the interview process as what is "inside a person's head. Interviews make it possible to have an idea of what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitude and believes). The development of an interview guide aided the researcher in her questioning. It allowed her to adjust to the verbal style of the respondents (Lindlof & Taylor 2002), as some questions were broken down into smaller units and others were also rephrased, to help achieve a clearer understanding of the questions.

Accordingly, the researcher used the research objectives and questions as a guide to construct the main body of the interview guide. The in-depth semi-structured approach to interviews was used to allow for spontaneity in interviewer's and interviewee's respective questioning and answering so that insights on issues could be developed from the responses. It also helped the researcher feel free to modify the sequence of questions, change the wording, and / or explain them along the way.

Another instrument used for gathering data was the classroom observation checklist. Regarding observation, lessons of four teachers were observed and how they applied the behaviour modification toolkit were noted. Participants were also observed during their disciplinary committee meetings to find out the types of behaviour modification toolkit often used in the school. This was to complement the

interviewed responses on the types of behaviour modification toolkit often used to manage indiscipline behaviour. The checklists were developed in line with GES positive discipline toolkit on how students' indiscipline behaviour is managed at various levels using behaviour modification strategies. The observation checklists helped to ascertain the types of behaviour modification toolkit used and how teachers applied them to manage indiscipline in the schools and whether they were been used appropriately.

3.8   Data Collection Procedure

Before the process of data collection, the researcher obtained an introductory letter from the Head of Department, Educational Administration and Management, University of Education, Winneba, which was submitted to the headmistress of each school through the secretary. The assistant head administration of Kwanyako senior high school scheduled meeting between the researcher and the participants on the preceding Tuesday, and assured the researcher of meeting almost all participants since they hold their usually disciplinary committee meeting on Tuesdays. At the meeting, after a brief statement by the assistant head on the purpose of the researcher's presence, the research continued to introduced herself to the participants and actually disclosed why they were selected and all processes and expectations involved in the exercise were thoroughly explained to them. This process helped the researcher to seek their permission and create rapport for a successful exercised. Subsequently other days were included because of the classroom observation. Also, the assistant head academics from Swedru senior high school provided the phone numbers of the participants to the researcher and went further to create a WhatsApp platform for the exercise. The research used the opportunity once again to introduced herself and

explained all the necessary processes and procedures for the work on the platfom. The researcher had the maximum corporation that made the exercise a success.

Regarding observation of lessons, four teachers were observed, a checklist was developed in line with GES code of ethics on how students' indiscipline behaviour is managed at various levels using behaviour modification strategies. The researcher and her assistant were present during lessons delivery. In order to avoid situations where students or teachers put up artificial behaviour, the observation was done twice per participant. For the sake of time, both interview and observation run concurrently, also the observation for a participant was done at least twice, whilst the average interviewed time lasted for one 56 minutes. In all the data collection processes lasted for seven weeks. As a result of this cumbersome procedure, one research assistant was recruited and trained on the data collection techniques and ethical consideration of research prior to administrating the instruments.

All interviews were conducted with the aid of an interview guide. Again, the interviews were recorded with a recording software application on the researcher's phone. The recorded interviews were played back over and over again before eventually transcribing them. After transcribing, the researcher did a close reading of the text, paying particular attention to issues that centred on the research questions and objectives. Emerging themes were then generated from these issues. To crown it all, the subjectivity of interviewees opinions, experiences, perspectives and emotional expressions delayed the interview time which also make transcribing somehow grim.

3.9   Data Analysis

Data analysis is concerned with editing, cleaning, transforming, and modelling data to pinpoint the important information, suggestion, and conclusion (Mayer 2015). Despite the fact that there are a variety of data analysis methodologies, according to Castleberry and Nolen (2018), theme analysis gives a unique potential for qualitative researchers because it is only a way of analysis and does not require data gathering methods. This approach to analysis is adaptable in this respect since it may be used with any form of data collection and to address any type of research topic. In light of this, the current study used the thematic analysis approach of data analysis. Thematic analysis approach is a valuable and versatile tool for qualitative research, according to (Lochmiller, 2021).

This section described the data collection and analysis process about the research questions and participants' responses. The study consisted of 16 participants from two Senior High Schools in Agona East. The participants were given codes that ranged from FP1-FP9 and MP1-MP7. These codes were assigned to each participant during the interview to allow easy transcribing of the data. Also, it helped with easy identification of the two genders (male and female). This enables the researcher analysed the data collected from the two genders on the basis of similarities and differences between them.

Data on research questions one, two, three and five were solicited using semi-structured interview guide. However, data on research questions three and four were further solicited using classroom observation checklist. The key results that emerged were presented thematically based on the research questions. The researcher employed Computer Assisted Quality Data Analysis Software (CAQDAS) to create a database to store all data. Thus, thematic analysis approach was the appropriate

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approach since it assisted in the identification of themes and trends in the interview data collected. The field notes and audio recordings obtained during the interview session were transferred to the CAQDAS software for analysis. Once the data was imported, the researcher initiated the coding process. During this phase, specific segments of data relevant to the research questions were identified and labelled. The coding approach used was conceptual, capturing the underlying meaning or themes within the data. Flexibility in coding allowed for easy adjustments to codes as new insights emerged or when combining similar codes. Following the coding of multiple data segments, related codes were grouped together to form categories. These categories served as initial themes, representing common concepts present in the data. The generation of themes using CAQDAS was an iterative process, enabling the researcher to revisit coding, grouping, and data exploration until the themes adequately reflected the data and addressed the research questions.

To validate the generated themes, the researcher sought feedback from peers or participants. This external validation ensured that the themes accurately captured the participants' perspectives and experiences. Once the themes were finalized, the researcher crafted a comprehensive narrative discussing each theme, supported by relevant quotes and data examples. CAQDAS played a vital role in organizing the data extracts linked to each theme, streamlining the write-up process. In the final step, the research findings were reported in alignment with the research objectives. Thanks to the assistance of CAQDAS, the researcher was able to export the analysed data and theme-related outputs, making it seamless to incorporate them into the main study. The utilization of CAQDAS software significantly facilitated the qualitative data analysis process, enabling efficient theme generation and comprehensive reporting of

research findings. Finally, the research literature was employed to support the arguments.

3.10   Trustworthiness

In qualitative research, trustworthiness refers to the degree of confidence in the methods used to ensure the study's quality (Anney, 2014). The criteria outlined for trustworthiness in this study included credibility, transferability, dependability, conformability, audit trails and respondents' validation. To ensure credibility in this study, the researcher implemented appropriate strategies such as prolonged engagement with participants, persistent observation, peer-review, saturation, member checking and negative case analysis. The transferability has been assessed by the extensive and exhaustive description of the context, location, participants, and the transparency about the data collection and analysis. To ensure dependability, the researcher acknowledged the subjectivity of respondents' opinions, attitudes, and perspectives that usually contribute to some degree of bias. To ensure conformability, the researcher documented and kept detailed notes of every process in the study for peer review. Audit trails were ensured by establishing that, the findings generated from the interview session are actually based on participants' direct responses instead of researchers' own preconceptions and biases. This was ensured by adopting member checking with the participants to ensure the study's accuracy. To ensure participant validation, the researcher asked research participants to check for the accuracy of the study in the areas of descriptions, themes and interpretations. The researcher again provided room for member reflections. Thus, the participants were contacted with the findings and conclusions of the study in a personal dialogue with the researcher. The study participants actually agreed with comments on the various parts of responses used for the analysis.

3.11   Ethical Considerations

Access and ethics are critical aspect of the conduct of a study of this nature. According to Arifin (2018), the ability to collect data from respondents is dependent on gaining access to appropriate and relevant sources. The respondents were enlightened of their role in providing valued information and the purpose for which the information is going to be used. The respondents were given assurance of anonymity, confidentiality and informed of the voluntary nature of the research. The findings of the study were treated with neutrality and presented as such. The respondents were also made aware of their role in providing valuable information as well as intended use of that information.

3.12   Chapter Summary

This chapter showed how the study's primary data was collected, compiled, evaluated, and presented in an understandable manner. The study's design and approach to data demands and methodical inquiry into the investigation under discussion were also covered in the chapter.
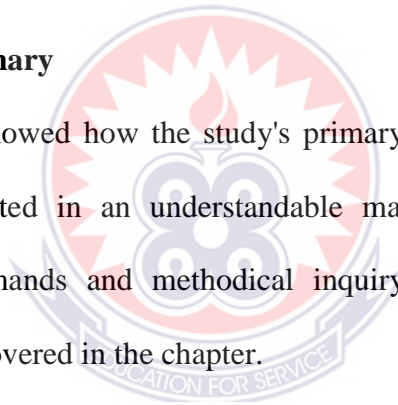
CHAPTER FOUR

DATA ANALYSES AND DISCUSSION

4.0   Introduction

This chapter presents the results of the analysis of data and discussion on the use of Behaviour Modification Toolkit in managing indiscipline in selected Senior High Schools in Agona East District. The results are presented in three segments. The first segment shows the results and discussion on the demographic characteristics of the participants. The second section focuses on the presentation of the main data to address the research questions. The third part also focuses on the discussion of the main results in the light of the research questions. The findings are discussed extensively, given cognizance to managerial implications as well as empirical claims in previous studies. The findings are presented on tables and charts for easy understanding and readability.

4.1   Background Information of the Participants

This section dealt with background data on the participants in respect of gender, age, highest educational background, professional qualification as well as teaching experience as presented below:

Gender Distribution of Participants

The Table 4.1 indicates that, out of the 16 participants, 9 representing 56.25% were females whiles the remaining 7 (43.75%) were males. This means that the study was dominated by females.

Table 4.1: Gender Distribution of Participants

Gender	Frequency (No.)	Percent (%)
Female	9	56.25
Male	7	43.75
Total	**16**	**100.0**

Source: interviewed data, 2023.

Age Distribution of Participants

Table 4.2 presents the distribution of participants based on age.

Table 4.2: Age Distribution of Participants

Age	Frequency (No.)	Percent (%)
Above 50 years	5	31.25
41-50 years	6	37.5
31 -40 years	4	25
30 years and below	1	6.25
Total	**16**	**100.0**

Source: interviewed data, 2023

From Table 4.2, it could be deduced that, the majority of the study participants were within the age bracket of 41-50 years (N= 6, 37.5%).

Highest Educational Qualification of Participants

Table 4.3 below presents the distribution of participants based on their educational qualification. In Table 4.3, it could be observed that, the study was dominated by participants' who hold master's degree (N = 11, 68.75%).

Table 4.3: Distribution of Highest Academic Qualification of Participants

Levels of Education	Frequency (No.)	Percent (%)
Masters	11	68.75
Bachelor degree	5	31.25
Total	**16**	**100.0**

Source: interviewed data, 2023.

Professional Qualification of Participants

The Table 4.4 below shows the distribution of the study participants based on their professional qualification.

Table 4.4: Distribution of Highest Professional Qualification of Participants

Professional Qualification	Frequency (No.)	Percent (%)
Master of Philosophy	2	12.25
Masters of Education	7	43.75
PGDE	2	12.25
Bachelor of Education	5	31.25
Total	**16**	**100.0**

Source: interviewed data, 2023

Evidence from the Table 4.4 indicates that, majority of study participants have Masters of Education (N=7, 43.75) as their highest professional qualification. Others were Bachelor of Education (5), Masters of Philosophy (2) and 2 Post Graduate Diploma in Education (PGDE).

Professional Experience of Participants

Table 4.5 shows the distribution of participants based on their experience

Table 4.5: Working Experience of Participants

Working Experience	Frequency (No.)	Percent (%)
20 years and above	12	75
11- 20 years	2	12.5
10 years and below	2	12.5
Total	**16**	**100.0**

Source: interviewed data, 2023.

From Table 4.5, it could be deduced that, in terms of experience, majority of the participants have over 20 years of professional working experience (N =12, 75%).

4.2   Analysis of Research Questions and Discussions

Research Question One: What are the Prevalent Indiscipline Behaviours among Senior High School Students in the District?

The first research question sought to find out the indiscipline behaviour mostly exhibited by students of Senior High Schools in Agona East District. To address this research question, all sixteen participants were interviewed. The data obtained unveiled three key themes that account for student indiscipline: cases of defiance to school authorities and assaults, cases relating to the collective misconduct of Students groups, and cases involving bad habits of students.

Theme 1: Issues of Defiance to School Authorities and Assaults

The participants have embitterment about students' insubordinations and level of assaults cases in the schools. The study discovered that persistent defiance to school authorities (disobedient, anger and being rude), frequent physical and verbal abuse of teaching and non-teaching staffs as well as attacks on prefects in the school has worsened students' disciplinary issues in the schools.

The interviewed participants expressed similar experiences of frequent verbal and physical attacks on teachers who are in charge of them. It can be deduced therefore that teachers who work hard to uphold decorum in the school always feels threatened. There has been series of reported violent episodes of assaults and battles among students with some involving weapons. They also made reference to the fact that students constantly threatened to assault any prefect or teacher who tried to punish them.

A participant characterized the climate of discipline in his school as generally

poor, and said:

> *I have been in active service for about 25 years. However, I assumed duty in this school somewhere 2016. From my observation and experience in this school, there have of been series of disciplinary issues all centred on assaults on teachers and school prefects. This normally occur at night, most especially after weekend preps. There was an instance where deputy senior housemaster was assaulted by three male students and a female student on his way home after prep* (**MP3).**

Another participant voiced concerns about threats made by certain students while they

were being punished for misconduct as follows:

> *Throughout my stay here, one frank observation is that, males' students are so notorious to the extent that, some threaten to beat teachers who punished them. There was a time that, family members and friends of a student who was punished nearly assaulted a teacher at a funeral for seizing his mobile phone* **(FP5).**

Furthermore, a participant who has been in her current school for over twelve years

lamented about the issue of insults being rained on female prefects most especially at

the dormitory that:

> *I have encountered series of cases where students rained insults and threatened to beat up their colleagues at the dormitory. Most of the disciplinary issues that come to my table are on verbal and sometimes physical assaults. This is mostly among final year students. Some of them feel they can't let their own colleagues who are now prefects control them* **(FP2).**

In addition, one participant could hold it but uttered the following:

> *"I was stunned how a female student who was accused of theft has the audacity to walk out of the disciplinary committee when we were interrogating her. Most of these students have no respect to school authorities and teachers in this school.* **(FP6).**

Theme 2: Issues related to the collective indiscipline behaviours of Student

Participants mentioned students' vandalism, large-scale protests, gambling and occultism as instances involving collective student misconduct. Participants accentuated that there is high incidence of a new phenomenon among students of SHS in the Agona East District which is 'gambling'.

A participant described how students uses lode dice, cards and bottles to perform gambling at the school. He labelled that:

> *whiles some students used bottles filled with water to throw, 'Ludo dice' or cards to gamble, others are able to design a box with empty cases just like the Chinese gambling boxes and drop coins inside for whoever wins before starting their games. This normal leads to fighting, bullying and even stealing of money from other students* **(MP5).**

The above assertion is supported by a participant who said;

> *Gambling among male students has taken a different dimension in recent times in this school. The senior used this to bully the first years for first weeks of reopening or reporting to school for the first time since they are still fresh and not spend their munities yet. They deceive them to gamble so that they can cheat them and collect their money. However, they will refuse to pay even when they win. We are really working hard to stop this development before it goes out of hand* **(MP1).**

The interviewees again lamented that the rate of rioting and protest have worsened indiscipline in the schools.

A participant affirmed that:

> *I have been in this school since 2009 and have observed several notorious students who operates in small groups committing vandalism and large-scale protest. In 2019, a group of students led a riot in this school for not been allowed to organized valentine day jams. This led to the transfer of the senior housemistress and the headmaster since their lives were threatened. The annoying issue is that most students who get involved in destroying school property and threatening teachers are underachieving students* **(FP7).**

Another participant came out that because some student groups engage in protests and rioting, the rate of indiscipline in the school is not the best and commented that:

> *Ever since I came to this school, there has been many instances where some group of students embarked on internal rioting because of expulsion of their colleagues from boarding house due to drug and substance abuse. I have also encountered instances where students protest for the removal of some prefects from their portfolios, claiming that they were abusing the powers given to them. Can you imagine students collectively refused to eat their supper, and also vandalized the dining hall furniture and windows because they want their entertainment master changed?* **(FP4).**

Also, a female participant added that: "Some few years' back students organised and attacked examination supervisor and two invigilators for been strict during their WASSCE" **(FP8).**

A participant who has been in the school for over 20 years expressed much concern about prevalence of occultism in his school as follows:

> *I have been in this school for over 20 years. Some students do carry out activities in exclusive locations at unusual times in this school. There have been cases where some teachers complain of some student intimidating them spiritually through dreams to award marks and pass examinations. The disciplinary committee have issued series of warnings and letters of suspension to individual students as well as groups warning them about these undercover meeting. The chaplaincy has never rested with prayers and crusades on the school compound, yet they are still signs of cultism here* **(MP2).**

Interview Participant 'FP3' also had this to say about occultism among students;

> *I have witnessed an instance where Assistant headmaster (academics) complain of some examination questions missing mysteriously even though the questions were kept safe at his office and the key was with him alone. The questions leaked to the extent that those examination papers were cancelled* **(FP3).**

Theme 3: cases involving bad habits of students' indiscipline behaviour

Issues mentioned relating to students' bad habits by the participants includes examination malpractices, drugs abuse, indecent dressing, sexual misconducts and breaking of bonds. Most of the participants expressed serious concerns during the interview session about situations involving students cheating in both internal and

external exams in the schools. Some of these practices includes sneaking in pieces of papers to the exam hall, guising others students work, asking others for support and most worrying trying to get questions elsewhere popularly known as 'APOR'.

Another canker as they put is the usage of large volumes and varieties of drugs in the schools. It was revealed that students' engagement in smoking of 'wee', drinking of alcohol, taking in tramadol and mixture of cough syrup with energy drinks which they named 'kokof' are on the rise. Also, indecent apparel, sexual misconduct and breaking of bonds were not spared either.

Regarding cheating, a participant stated the following;

> "*Students engage in many forms of examination malpractices in this school. Some students hide text books at washroom during exams period and pretend as they want to use the washroom. They sometimes tear portions of books containing the answers in the exams, hide them in their brassieres and belts. They always threaten to assault other students who failed to teach them during examination* **(FP1).**

Another participant resonates that:

> *Examination malpractice has gone beyond the confines of the school and became a national issue of concern. This is because students will secretly engage exam questions contractors outside the school, contributes money to buy 'APOR' from them. This on yearly basis ends up been fraudulent yet students not pay heel to advised* **(MP6).**

Participant hinted on issue of drug and substances abuse among students. She commented that:

> *The behaviour of some students made me believe that, they are under the influence of drugs. I once smelled wee (marijuana) after passing by a certain student during Prep supervision. Upon interrogation he admitted smoking but pleaded and promised to change. I referred him to the school counsellor for rehabilitation. Also, group of students were caught by the senior housemaster in a boy's dormitory under construction smoking* **(MP2).**

Another participant said that:

> *A boy who was once caught smoking with a gang confided in me that he started smoking since basic four up to this SHS3 level, he has recruited over twenty boys and even girls in this school into it. To him stopping drugs is a*

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delusion because he can never live without any drug for a day. I tried given examples of people who were serious drug addicts **(FP8).**

Furthermore, participants complained of indecent dressing, most especially among the girls in the school. One contended that:

What students normally wear after school and on weekend in their dormitories are extremely shorts which exposes their thighs. The P.E pants which students normally wear clearly shows that, they only want to attract the opposite sex or perhaps some teachers. The most appalling is how the girls sit and open their thighs in the classroom. Some girls will intentionally cut their uniforms short whiles the boys tighten their shorts to expose their front **(FP9).**

Participants also complained about series of sexual misconducts among students in his school. A participant argued that;

Students here are really stubborn. I once caught two students having an affair in one classroom during entertainment hours when all students are supposed to be at the assembly hall. There are other cases where used condoms were found in some classes in the morning while students were cleaning their classrooms. It saddened me how some students rent rooms in town and use them as hotels for their colleagues who are boarders at a fee **(FP1).**

The participants construe that student breaking of bonds has become a routine that the disciplinary committee has been dealing with on daily basis.

For instance, a participant concurred that:

Most students under the influence of friends and so-called school 'mothers' or 'fathers' run to town without permission to engage in immoral activities like attending parties or discos, visit boyfriends and buying of tramadol and other illicit drugs in town **(FP2).**

In summation the findings revealed that students' insubordinations, assaults, vandalism, substance abuse, examination malpractices, breaking of bonds, gambling, occultism and sexual misconduct are the prevalent indiscipline behaviours in Senior High Schools in the Agona East District.

Research Question Two: what is the Attitude of Teachers towards the Use of Behaviour Modification Toolkit in Managing Indiscipline?

Research question two addressed teachers' perception concerning the use of Behaviour Modification Toolkit in managing indiscipline. Statements made by participants on this research question were categorised into three themes; behaviour modification Toolkit is unfamiliar indiscipline approaches, behaviour modification are weaker measures which escalate students' indiscipline, and behaviour modification are useful measures in curbing indiscipline.

Theme 1: Behaviour Modification Toolkit is Unfamiliar Disciplinary Approaches

It became clear from the interview results that some participants seem not to be familiar with behaviour modification toolkit. They demonstrate inadequate knowledge or lack of understanding on the existing and use of these behavioural toolkit. For example, an interviewed Participant of 58years old misconstrued the use of BMT and said:

> *Frankly, I am not very familiar with the application of these behaviour modification toolkit. I believe these behavioural toolkits need more advocacies because I sometimes forget their existence and even how to apply them* **(MP5).**

Another participant who has over 20years of teaching experience seems not to be familiar with behaviour modification toolkit, advanced the following:

> *"Well, behaviour modification toolkit seemed new to me. I have no idea of what they entail"* **(MP7).**

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Theme 2: Behaviour Modification Toolkit is a Weak Approach in dealing with Student Indiscipline

Most of the participants interviewed believed that BMT is not effective approach in dealing with students' indiscipline behaviour. According them, BMT is a softer measure, time consuming and delayed justice delivery in managing indiscipline in SHS in the district and so, does not seem to work in every situation compared to the traditional method (corporal punishment) where punishment is emitted to a culprit on the spot.

A participant said the following in support of this argument:

> *Candidly, I am of the view that, the use of behaviour modification toolkit is dependent on the kind of students and the kind of indiscipline behaviour. I think they are not applicable in all contexts, because not every student can be corrected by mild punishment or rewards. How can you invite parents of a student who is smoking to intervene when they couldn't control him at home?* **(MP3).**

Another participant perceived that behaviour modification techniques are not useful measures. He resonates that;

> *For me, I believe behaviour modification Toolkit is softer measures which do not really instil discipline in the secondary school system. In fact, it is time consuming to the teachers, school management, disciplinary committee, school counsellors and even parents. Disciplinary committee meeting could last for four to five hours in a day. Also, the writing of lines is time consuming for teachers if the number of students who misbehave are many.* **(FP9)**

Moreso, a participant supported the argument and said:

> *Some parents don't know the behaviour of their wards in school so when they are called about certain misbehaviour of their children, they are in disbelief. Every day school management and disciplinary committee members are meeting with parents for long hours. Parents lost it in disciplining their wards and rely on the school so inviting them is irrelevant* **(FP6).**

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Also, a participant who is 54years viewed behaviour modification as irrelevant and rather escalate students' indiscipline behaviour, reasoned that:

> *Behaviour modification toolkit in my view has enhanced indiscipline in my school. This so-called behaviour modification is foreign which is alien to our culture and doesn't fit well in ensuring discipline here. Assuming a teacher asked a student who is a perpetual late comer to class to write several lines, that will amount to nothing* **(MP1).**

Participants again believed BMT does not suit the students in this part of the world. They affirmed that, the toolkit does not address students' indiscipline behaviour properly as far as education and students' misconducts in the 21st century is concerned.

One of the participants aged 49years saddened that:

> *Students school rules are supposed to sign bound to be good behaviour once, subsequent misconduct attract a dismissal. However, in this school, some students have signed bound more than five times but you cannot dismiss them per the toolkit. This means that those toolkits are not working. I strongly believe behaviour modification that flout is not friendly in this community; it doesn't suit our students* **(FP5).**

Theme 3: Behaviour Modification Toolkit is a Useful Approach in Dealing with Students' Indiscipline

Few of the participants in the study viewed the toolkit as positive measure. They affirmed that behaviour modification Toolkit is useful in dealing with students' indiscipline. This was evident in the statement of four other interview participants who disagreed with the view that BMT is a weak and softer approach. They argued that the use of the BMT does not inflict pain or live scars on victims and it also helps student to beware of their offense and so, can do self-correction.

Participant aged 45years perceived BMT as beneficial and resonates that:

> *"Behaviour modification toolkit is the best approach in managing indiscipline behaviours in schools. It gives the students the opportunity to reflect on their own behaviour and repent especially using counselling which is one of the tools."* **(FP3).**

Similar opinion was shared by a Participant who has 12years working experience and she said: "Compared to the traditional approach which inflicts pains to the students, behaviour modification Toolkit is the best because with these tools, students are being caution first before any punishment after a repeated misconduct." **(FP8).**

A male participant who is 48years said that; "With behaviour modification, the children get to know why they are being punished. It is a good approach*" **(MP6).**

Though female participant (FP2, 52yrs) emphasized on the efficacy of the BMT, he stressed that there should be more education and workshops on how they are used. This is her argument: *"Behaviour modification techniques are good; however there should be more education to create awareness of teachers and students" **(FP2)**

To sum up, answers from research question two suggested that whiles some teachers are unaware/not familiar with the behaviour modification toolkit, others perceived them as been alien to the cultural setting of the schools, time consuming method and weaker measures in maintaining discipline. However, some teachers believed that, behaviour modification toolkit allow students to reflect and repent from their bad habits. They also argued that the toolkit does not inflict pains and wounds on the students, hence are the best techniques for maintain discipline.

Research Question Three: Which Behaviour Modification Toolkit is often used to Address Indiscipline among Senior High School Students in the Agona East District?

This research question sought to find out the behaviour modification toolkit often used in dealing with students' indiscipline behaviour. Evidence from the interview shows that, the participants mostly use behaviour modification toolkit such as; meeting disciplinary committee actions (suspension, grounds work, signing of bond, cleaning, inviting parents and follow up), reinforcements, guidance and counselling services as well as preventive measures in the district.

Theme One: Disciplinary Committee actions

Interview Participants mentioned use of disciplinary committee actions as one of the best strategies in dealing with students' misconduct when asked about the behaviour modification tools, they use to curb student misconduct.

A participant in the interview said the following:

> *"I normally refer students who engage in disruptive behaviour in the school to the disciplinary committee for us to collectively decide on the appropriate procedure and punishment to be given to them."* **(MP4)**

Similar assertion was postulated by a female Participant that: "In this school, disciplinary Committee deals with allegations of student misconduct*"* **(FP8)**

Another interview participant opined that:

> *The Discipline Committee has been very effective in dealing with students' indiscipline behaviour in this school. In my class, if a student goes wayward which is beyond control, I just leave it in the hands of disciplinary committee. we will deliberate the alleged misconduct and makes decision on that* **(MP3).**

Interview Participant who has over 10yrs of teaching experience also alluded to the use of discipline committee.

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In relation to students' alleged misconduct, the disciplinary Committee determines whether the student is responsible or not on the balance of probabilities and assigned sanctions accordingly since the abolishing of corporal punishment **(FP2).**

Theme 2: Guidance and Counselling Services

During the interview session, participants again attested to the use of guidance and counselling as a behaviour modification toolkit in dealing with students' indiscipline.

On this, a participant had this to say;

> *Counselling seems to be a preferred option in solving the problem of indiscipline, and to this end, it needs to be encouraged in schools. I always try my best to ensure new students are properly given orientation on the right way to behave in school* **(FP3).**

Another Participant purported that,

> *One of the solutions to the problem of indiscipline and unrests in senior high schools is to strengthen counselling services because they can help to increase students' self-awareness and foster emotional growth and maturity among students. As a teacher and a counselling committee member, I try to ensure that students have individual or group counselling session every term for proper guidance* **(FP8).**

Also, a male participant resonated counselling services as an effective behaviour modification tool and said:

> *As a teacher, I employ counselling techniques because, it helps in ensuring that students have individual or group counseling session with the counsellor every term for proper guidance. Some students' behaviour has transformed through counselling and guidance* **(MP6).**

One other participant in her interview, concurred, she employs counselling techniques in dealing with students' misconduct. She advanced the following:

> *In some cases, I hold meetings with the parents and counsellor concerning students' behaviour. I believe it has really empowered students as they explore alternative solutions to their problems. I also guide students to learn and appreciate the need to explore the advantages and disadvantages of the choices which they make (FP4).*

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Theme Three: Preventive Techniques- Setting Rules and Oath of Good Behaviour

During the interview session, most participants indicated that preventive/proactive behaviour modification techniques such as setting rules and taking oath of good behaviour to ensure discipline in schools is the best. However, they revealed that rules and regulations are standards set already for students to follow and oath is also taken once at orientation in first year.   This is what a Participant said;

> *From my experience in this school, students behaves well when rules and regulations are spelt out for them. Also, final year students sometimes go on rampage destruction of school property over strict invigilation during WASSCE. In view of this, final year students and their parents are made to sign a bond to be of good behaviour before, during and after their WASSCE to end students' vandalism (MP7)*

Participant also indicated the use of signing of bond and spelling out rules and regulations to ensure discipline. This is what she said;

> *In this school, we have designed an 'oath of Good Behaviour'. The Bond comes with the consequences for flouting it. All form 3 students are required to sign a bond of good behaviour which is also signed by their parents. In case students misbehave the consequences are borne by them and their parents. This has reduced indiscipline behaviour among students. Also, school rules and regulations are clearly written in the school code of conduct which is given to every student on admission. This helps them know what to do at what time.* **(FP1).**

> *Furthermore, one participant added that though students are guided with the school rules on arrival as freshers, but the orientation given them by the counselling unit plays a major role in modifying their behaviour* **(FP3)**

Theme Four: Reinforcement Strategies

Regarding the use of reinforcement, most participants indicated that they use positive and negative reinforcement to ensure discipline in school. Participants demonstrated that, desired behaviours are reinforced through rewards whiles undesired behviours are discouraged with punishment. This mimics the theory of operant conditioning by B. F. Skinner.

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One participant affirmed that:

> *As a teacher, I give pencils and pens as positive reinforcers to students when they exhibit desirable behaviour in class. This has reduced many classrooms misconduct. These reinforcement strategies are good but as a teacher I have no enough resource to do it always.***(MP1)**

Another participant indicated that, he uses both positive and negative

reinforcement to instill discipline in the classroom. He argued that:

> *In my class, I have been rewarding desirable behaviours with praises and sometimes items or privileges. I also punish undesirable behaviour on the parts of students by taking away privileges such as awards or leadership position from them.* **(MP6).**

It also emerged during the interview session some participants uses tangible

reinforcers as evidence in the following comments:

> *In my school, I have enacted a policy. I have instructed teachers to always award the best-behaved student in their class by giving them awards such as certificates designed by the ICT department, books and displaying their work in the classroom. I sometimes mention their names during P.T.A meetings so as to motivate others to behave well* **(FP7).**

More so, Participant uses social reinforcement. He affirmed that;

> *Indeed, student's good behaviours are reinforced by positive social interactions. I normally use social reinforcement such as smiles, high fives, praises, nodding, clapping among others to maintain discipline in my class* **(MP2).**

Finding of research question three discovered the BMT often used under each

of the four levels of students behaviour by teachers in SHS in the Agona East District.

Level one BMT used to be setting of rules and regulations as well as orientation for

new comers. Level two BMT are teacher cautioning and explaining to the student why

the behaviour he/she exhibited is inappropriate. Also, cleaning, writing of lines and

extra task or homework for students who exhibits level three misconducts and finally,

rehabilitative measures, withdrawing responsibility and inviting parents.

Research Question Four: How do Teachers Apply the Behaviour Modification Toolkit in ensuring Discipline?

This research question sought to analyse how teachers actually apply the behaviour modification toolkit when dealing with students' Indiscipline at various levels in the classroom. To address this research question, the researcher purposively observed classroom activities of four participants. They include participant; MP6, FP2, FP3 and FP8. These participants were selected because they double as teachers and representatives of the disciplinary committee. The classroom observation checklist became imperative as the researcher intended to find out how teachers create disciplined environment, addresses minor/first time offenses, repeated/more serious offences, chronic, dangerous, and disruptive behaviour. The results obtained is presented in Table 4.6 below.

Table 4.6: How Teachers Apply Behaviour Modification in Addressing Student Indiscipline Behaviours at Various Levels

Level of Misconduct	BMT APPLIED	Participants observed in class			
		MP6	FP2	FP3	FP8
Level One- Creating a discipline environment	Teacher clearly spells out rules and expectations for students	×	√	√	×
	Teacher clearly explains rules to students	×	√	×	×
	Teacher has pasted classroom rules in the classroom for future reference	×	√	√	×
	Teacher has set an environment of mutual respect that recognises authority of the teacher	√	√	×	×
Level Two- Minor/first time offences	Teacher takes time to explain to students why certain behaviour portrayed by the student is unacceptable.	√	√	×	√
	Teacher points out to students why he/she has gone against the laid down rules and reminds students of possible consequences of repeating such behaviour	√	×	×	√
	The teacher agrees with disruptive students that a particular behaviour should not be repeated	√	×	×	×
	Teacher agrees with a mis student verbally or by signing a written document that repeating such behaviour will be followed by sanction discussed with him/her.	√	×	×	×
	Teacher creates a safe environment outside the classroom to try and find out what some of the underlying issues resulting in the students' misbehaviour may be	×	×	×	×
Level Three: Repeated/ more serious offences	The student that engaged in more serious offence is given sentences to write several times over.	×	√	×	×
	Teacher informs students that, he/she will clean around the class as a result of putting up indiscipline behaviour.	√	×	×	√
	Teacher ensures that, students carry out the sanction for his/her misbehaviour	√	×	×	√
	Teacher changes the seat of the student to come in front so as to monitor his behaviour.	√	×	√	√
	Teacher discusses disruptive behaviour of students with counsellor	×	×	√	√
	Teacher gives extra tasks to students such as extra homework for misbehaving in class	√	√	√	√
Level Four: Chronic, dangerous and disruptive behaviour	Teacher indicates that, a letter will be written to the guardian of the students who exhibited disruptive behaviour in class	√	√	×	√
	Teacher indicates that, leadership position of the student will temporary or permanently be withdrawn	√	√	×	×
	Teacher refers student to the school disciplinary committee along with background of students' behaviour over time	×	√	√	×
	Intensive counselling and monitoring are recommended to student for putting up chronic offence	×	√	√	×

Source: Field data (2023)   (√) means applied (x) not applied

Level One-Creating Disciplined Environment

The researcher first observed the classroom activities of Participant MP6 3times. He is a government teacher in his school. The observation was done in a General Arts class. The class size was 56 students. The class lasted for 2 hours (2 periods). Concerning how preventive measures are implemented in the classroom (level one offence), classroom rules that govern the general expectation of students' behaviours were not clearly spells out to them. Evidence from the Table 4.6 also shows that, even though classroom rules were not pasted on the walls of the classroom, the teacher set a classroom environment of mutual respect that recognises the authority of the teacher.

Also, Participant FP2 teaches Integrated Science in a final year visual Art Class. This class has a student population of 47 students. Her class also lasted for 2 periods. In this class, it was observed that, teacher clearly spelt out classroom rules and expectations. The classroom rules were not pasted but there was mutual respect that recognised the authority of the teacher.

Participant FP3 was a female teacher who teaches Management/Foods. The observation was done in Home Economics3 class, one instance she was teaching Foods and on two occasions Management-In-Living. This class size also consisted of 53 students. Proactive/preventive behaviour modification measures adopted by the teacher included spelling out rules and expectations from students. It was observed that, the teacher had pasted the rules in the classroom for future reference. Another worth noting observation was that, the teacher updated the rules as and when necessary. However, evidence from the classroom observation showed that, even though, all these mechanisms were in place, there seem to be no mutual respect

among students. This could emanate from the fact that; the teacher had not been able to clearly explain rules and the consequences of breaking classroom expectations.

Participant FP8 teaches Social Studies in a General Arts final year class. There were about 45 students in the class. In this class, proactive measures in creating a discipline environment leaves much to be desired. It was observed that, classroom rules were not clearly spelt out to students. Also, teacher has not pasted classroom rules and expectations in the class. Evidence from the Table 7 also affirms that, Participant FP8 had rules but expectations were not well articulated to students. Regrettably, classroom environment does not promote mutual respect that recognises authority of the teacher.

Level Two- Minor/First Time Offences

Concerning minor offences in the classroom, Participants MP6 took his time to explain why certain behaviour portrayed by the student were unacceptable. She also pointed out to students who committed minor offences during instructional period why he/she has gone against the laid-out rules and reminds them of possible consequences of repeating such behaviour. Remarkably, he also concurred with students who committed minor offences that, such undesirable behaviour should not be repeated. Impressively, students who committed first-time offences during the instructional period were made to sign bond of good behaviour after the class. However, evidence from the Table 4.6 shows that, Participant MP6 did not follow up students' behaviour outside the classroom.

During the classroom observation, Participant FP2 also explained to students who committed first time offence why certain behaviour portrayed by them were unacceptable. She did not, however, explain to the students why they had broken the established norms or warned them of the potential repercussions of continuing such

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behaviour. Additionally, there were no agreement between the teacher and the students who engaged in the first-time offense as to why such behaviour should not be repeated. The student who broke the rules for the first time were not made to sign any verbal or written vows of good behaviour. More importantly, the teacher did not establish a secure atmosphere outside the classroom to attempt and identify some of the potential causes of student misbehaviour.

As clearly depicted in Table 4.6, female Participant FP3 approaches to level two offences leaves much to be desired. Evidence obtained during classroom observation gives the impression that the instructor did not spend enough time explaining to the class why a particular student's behaviour is undesirable. Every time a student committed an inconsequential offense while she was teaching, she consistently failed to explain to the class why such behaviour was improper. Additionally, the instructor neglected to caution students about minor infractions. Thus, the teacher blatantly disregarded small infractions in the class. It was not surprising because the instructor had not established a secure atmosphere outside of the classroom to attempt and identify some of the potential causes of the student misbehaviours.

During the classroom observation, taking into account Participant FP8, she spent time explaining to students who had committed level two offenses why certain behaviours were inappropriate. Additionally, she reminded the class about the potential repercussions of engaging in unwelcome behaviour again. She did not, however, concur with her students that a certain behaviour should not be repeated. Additionally, she did not provide a secure space outside the classroom to investigate potential causes of the children's misbehaviour.

Level Three: Repeated/ More Serious Offences

Concerning level three offences, it was observed during lesson delivery of Participant MP6 that, the student that engaged in more serious offence are tasked to clean around the class. Another intriguing observation was that the teacher made sure student carried out the sanction for putting up a more serious offence in class. Again, during the lesson delivery, seats of students who putting up repeated inappropriate behaviours in class were changed as the teacher kept eagle eye on them. More so, some students were given extra tasks such as extra homework for misbehaving in class. It could also be observed that, disruptive behaviour of students was not discussed with the Guidance and Counselling Coordinator.

Also, regarding how behaviour modification toolkit were applied to handle more serious offences in the classroom, evidence from the Table 4.6 shows that, students that engaged in more serious offence in Participant FP2's class were given sentences to write several times over. However, there were no occasion where the teacher ordered students clean around the class for putting up disruptive behaviour. Also, after the class, the teacher failed to ensure student carry out the assigned tasks for putting up inappropriate behaviour. No changes of seat were observed in this class when students put up level three offences. The teacher also gave extra tasks such as tremendous take-home assignments for students who were putting up level three offence.

In the Home Economics class, evidence from the Table 4.6 shows that, students who committed level 3 offences were asked to sit in front facing the teacher. Participant FP3 further indicated that, she will discuss disruptive behaviour of students with counsellor. She also gave about 5 questions to each student who committed level 3 offence to be submitted before the first period the following day.

For Participant FP8, she informed students to clean around their class for putting up disruptive behaviour during instructional period. The teacher further stressed that, she will supervise and ensure students carry out assigned tasks for misbehaving in class. Seats were also changed after the teacher observed two students misbehaving in the extreme corner of the class. She also hinted that; those students should see the counsellor for remedial actions. Extra tasks were also given to some students who were misbehaving in class.

Level Four: Chronic, Dangerous and Disruptive Behaviour

Concerning chronic behaviour in Participant MP6's class, he explicitly informed the students that, a letter would be written to their parents by the disciplinary committee. he further indicated that, those holding leadership position would be temporary withdrawn. However, there was no indication of referring disruptive students to the school counsellor along with background of students' behaviour over time. Consequently, no intensive counselling and monitoring were recommended to students for putting up chronic offence.

Participants FP2 seems to be applying the necessary behaviour modification strategies in dealing with Level 4 offences. She told disruptive students to wait behind after the lesson as a letter would be given to be delivered to their parents. She also indicated that, their cases will be referred to the disciplinary committee for positions to be withdrawn. The background history of students' misbehaviour would be sent to the school counsellor to suggest the appropriate remedial approach as clearly postulated by participant FP2 during his classroom observation.

Concerning Participant FP3's class, she only indicated that, students who put disruptive behaviour would be referred to the counsellor alongside with history of accumulated disruptive behaviour over time. She also hinted on appropriate

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monitoring to be recommended to students' who constantly put up dangerous and disruptive behaviour.

For participant FP8, the evidence shows that, she only sends letters to the guardian of the students who exhibited disruptive behaviour in class. No intensive counselling and monitoring were recommended to students for putting up chronic offence in class. There was no instance where the teacher hinted that, students' who put up indiscipline behaviour would temporarily lose their position if any.

In summation, observations results indicate that, only few teachers actually apply appropriate behaviour modification strategies in dealing with students' indiscipline at the various levels in the classroom. The results also meant that, even though teachers indicated that, they employed behaviour modification toolkit when teaching, evidence gathered during the classroom observation suggested that, teachers have not acquired adequate knowledge on how to practice behaviour modification in the classroom.

4.3   Discussion of Research Findings

In this section, the findings are discussed in relation to:

1. The prevalent indiscipline behaviours of students in senior high schools in the Agona East District.

2. perception of teachers regarding the use of Behaviour Modification Toolkit (BMT) in managing indiscipline behaviours.

3. Behaviour Modification Toolkit often used in managing students' indiscipline behaviours at the senior high school level in district.

4. How teachers are applying the Behaviour Modification Toolkit to maintain discipline.

This finding that emerged with regards to the first research question was that there is a plethora of students' indiscipline behaviours ranging from disobedience to school authority, collective misbehaviour of students' groups, to issues relating to poor habits. This finding also implies that, students' indiscipline has not been managed well in senior high schools in the Agona East District. The high prevalence of students' misconduct if not properly addressed could have a dire consequence on academic work in Senior High Schools within the district. This could also create an inconvenient school environment which is not safe for students in second cycle institutions.

The findings above agree with studies by Yeboah (2020) which revealed that, the state of students' discipline in senior schools in Ghana is hampered by an array of cases such as use of abusive or derogatory language, stealing, assault on both teachers and students, rioting, sexual harassment, rape and gang rape, aiding and abetting, cheating in examinations, lesbianism, cultism, and other indiscipline behaviours. The study findings further resonate studies by Atunde and Aliyu (2019) which found that, senior high schools in Nigeria have recorded indiscipline cases such as hooliganisms, vandalism, dishonesty, lack of respect and lack of consideration for elders and those in constituted authority, rudeness, selfishness, avarice, indolence, gambling, involvement in cultism, engagement in ritual activities and smoking of Indian hemp within the school premises.

The second research question examined the perception of teachers towards the use of behaviour modification toolkit in maintaining discipline in Senior High Schools in Agona East District. The results showed that even though some participants seem to have positive perception towards behaviour modification, majority of them still perceive behaviour modification toolkit as weaker and softer

measures of dealing with students' indiscipline. Thus, most of the participants seemed to have negative perception about the use of behaviour modification toolkit. These results could mean that, most teachers may lack the patience required to stay committed to the continued use of behaviour modification toolkit or do not have adequate knowledge on how to apply the toolkit appropriately. The results could also imply that, teachers may feel like they have been duly deprived of their power/authority because they can no longer punish corporally.

The results affirmed studies by Johnson (2016) who examined the influence of constructed beliefs of discipline on school-wide positive behaviour interventions and supports fidelity of implementation. According to Johnson, teachers have poor perception towards the use of behaviour modification strategies. The results however disagree with a study by Kelm et al. (2014) which found an overwhelming support for behaviour modification toolkit by teachers as it applies to academic elementary schools.

Research question three examined common behaviour modification strategies employed in managing indiscipline behaviour with evidence drawn from participants from Senior High Schools in Agona East District. The results show that disciplinary committee, reinforcements, guidance and counselling services as well as preventive measures: bond of good behaviour are the behaviour modification toolkit often employed by teachers in dealing with students' indiscipline in Senior High Schools in the Agona East District. Surprisingly, observation results shows that teachers were using corporal punishment alongside the behaviour modification toolkit in ensuring discipline. The results further indicate that, despite participants' negative perception towards the behaviour modification strategies, they still utilise them to maintain students' discipline. This also warrants the need for in-service training on behaviour

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modification toolkit to correct the negative dispositions of teachers so as to increase the use of behaviour modification toolkit.

The study finding support studies done by Uzoechina et al., (2015) who found that teachers highly practice non-violent discipline control strategies such as reinforcement strategies and guidance techniques in dealing with students' discipline in selected secondary schools in Nigeria. A study by Randazzo (2011) also revealed that most of the respondents employed a number of applied behaviour analysis techniques such as positive reinforcement, modelling behaviour, prompting/fading, and reinforcement of an incompatible behaviour in dealing with students' indiscipline. The finding again is consistent with studies by Levesque (2015) who found that among College of Education students in the St. Patrick College of Education in Saskatoon in Canada who were on practice, they took away some privilege from indiscipline students. These pre-service teachers expressed that they adopted these strategies to curb indiscipline behaviours among students. The finding also buttressed a study conducted by Khalil and Mohamed (2015) on training teachers on practicing behaviour modification strategies for children with special needs at Tanta intellectual school. They found that, teachers employ positive reinforcement and shaping in dealing with students' indiscipline.

The fourth research question analysed how teachers actually applied behaviour modification toolkit in managing students' indiscipline in the classroom. The results indicated that, only few teachers actually applied appropriate behaviour modification strategies in dealing with students' indiscipline at the various levels in the classroom. The results also meant that, even though teachers indicated that, they employed behaviour modification toolkit when teaching, evidence gathered during the classroom observation suggested that, teachers had not acquired adequate knowledge

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on how to practice behaviour modification in the classroom. This also calls for regular workshops on how teachers can effectively apply behaviour modification strategies to handle student indiscipline behaviours at all levels.

This finding corroborates Brempong (2014) who found that pre-service teachers of the Berekum College of Education exhibited weak knowledge on how to manage indiscipline behaviour in the classroom especially in SHS using behaviour modification toolkit. The reason could be ascribed to the fact that behaviour modification is not taught in the colleges as a course of study. Another study in the Amenfi West district in the Western region of Ghana by Ackah (2016) also confirmed that teachers have very little knowledge in classroom management practices specifically, how behaviour modification Toolkit is applied to handle indiscipline behaviour.

The current finding is in disagreement with Michener (2015) which focused on the teacher preparation on classroom management in Cologne, Germany and found that student teachers were better placed to manage classroom inappropriate behaviour using behaviour modification strategies. His finding is not unexpected since the German curriculum is structured to have a number of psychology courses that led students through some strategies to manage their classes effectively using behaviour modification toolkit. In addition, there is disagreement between the current finding and Uzoechina et al., (2015) who conducted a study on teachers' awareness and usage of non-violent strategies for the maintenance of discipline in Nigeria secondary schools. They found that the teachers have adequate knowledge on how behaviour modification strategies are used to handle disruptive behaviour in the classroom.

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Lastly, the use of behaviour modification strategies is appropriate and helps to improve discipline. The results indicated that, the use of behaviour modification toolkit builds trust and strong relationships, promotes conducive classroom environment, ensures plan sets expectations, as well as provides support for students who need extra attention. The finding also suggested that, Behaviour modification Toolkit is observable and measurable behaviour that are good targets for change. The results show that, behaviour modification methods can be developed for defining, observing, and measuring behaviour, as well as designing effective interventions. This also affirm the position of Yeboah (2020) that behaviour modification techniques never fail. Rather, they are either applied inefficiently or inconsistently, which leads to less than desired change. All behaviour is maintained, changed, or shaped by the consequences of that behaviour. Reinforcers are consequences that strengthen behaviour.

Furthermore, the results of the study agree with several studies which revealed that, behaviour modification techniques promote positive changes in behaviour in the classroom (Madjar and Cohen-Malayev, 2016), motivate students to work hard in the classroom, improves their self-esteem and consequently decreases undesirable students' behaviour (Haydon and Musti-Rao, 2011), serves as a model, which can strongly motivate the observing students to perform the same desirable behaviour (Jenkins, Floress and Reinke, 2015) and increase the frequency of desirable behaviour (Fefer et al., 2016).

4.4   Chapter Summary

This chapter dealt with analysis of results and discussions of the study. The chapter was categorized into three sections. The first section revealed the demographic details of the participants. The second section focused on the analyses of the research questions. Here, insubordination, vandalism, sexual misconduct, examination malpractice, bullying and substance abuse are the prevalent students' misconduct in senior high schools in the Agona East District and this leaves much to be desired. The results further indicated that, though teachers employed some BMT in managing indiscipline, majority of them have poor perception towards the use of these toolkit. Furthermore, the results shows that disciplinary committee actions, positive reinforcements, guidance and counselling services as well as bond of good behaviour are the behaviour modification toolkit employed in dealing with students' indiscipline in senior high schools in the Agona East District. The results show that, only few teachers actually applied appropriate behaviour modification strategies in dealing with students' indiscipline at the various levels in the classroom. The study finally revealed that, behaviour modification toolkit if properly applied are the best and appropriate measures in dealing with students' indiscipline behaviours in senior high schools in the Agona East District.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This is the study's final chapter. It summarizes the research and outlines the methodologies used to collect and analysed data in order to come up with the key findings in answering the research questions formulated on the use of Behaviour Modification Toolkit in managing indiscipline in selected Senior High Schools in the Agona East District. Conclusions have been taken on the basis of the key results, allowing for guidelines as well as suggestions for further research.

The study investigated the use of Behaviour Modification Toolkit in managing indiscipline in selected Senior High Schools in the Agona East District. The study was guided by the following research questions.

1) What are the prevalent indiscipline behaviours exhibited by students in senior high schools in the Agona East District?

2) How do teachers perceive the use of Behaviour Modification Toolkit in managing indiscipline in the district?

3) Which Behaviour Modification Toolkit is often used in managing students' indiscipline behaviours at the senior high school level?

4) How do teachers apply the Behaviour Modification Toolkit in ensuring discipline in the classroom?

A case- study design was employed in the study. The population of the study comprised of teachers and headmasters from two senior high schools in the Agona East District. The sample size of the study consisted of 16 participants. Data were collected using semi-structured interview guide and classroom observation checklist.

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Simple frequencies and percentages were utilised to analyse the demographic data whiles thematic analysis was employed to analyse all the research questions.

5.1   Summary of Findings

1. The study revealed that, students' insubordination, vandalism, examination malpractices, substance abuse, sexual misconduct and bullying are the prevalent indiscipline behaviour among students in senior high schools in the Agona East District.

2. The results indicated that, majority of teachers have poor perception towards the use of behaviour modification toolkit.

3. The results shows that disciplinary committee, positive reinforcements, guidance and counselling services as well as bond of good behaviour are the behaviour modification toolkit mostly employed in dealing with students' indiscipline in senior high schools in the Agona East District.

4. It was evident that, only a few teachers actually apply appropriate behaviour modification strategies in dealing with students' indiscipline at the various levels in the classroom.

However, the study revealed that, behaviour modification toolkit, when applied appropriately, offered students proper guidance which enable them explore, reflect and improve upon their behaviour. BMT helps improved upon student discipline in senior high schools in the Agona East District.

5.2   Implications of the Findings in the two SHS in the Agona East District

This study implies that, behaviour modification toolkit, when applied appropriately in the two schools will offer students proper guidance which enable them explore, reflect and improve upon their behaviour. BMT will help improved upon student discipline in the two senior high schools in the Agona East District. The study also implies that, behaviour modification toolkit if properly applied are the best and appropriate measures in dealing with students' indiscipline behaviours in the two senior high schools in the Agona East District.

5.3   Conclusions

This research investigated the use of Behaviour Modification Toolkit in managing students' indiscipline in two Senior High Schools in the Agona East District. The study revealed that there is high rate of indiscipline among students of SHS in Agona East District. These affect the discipline environment of the schools which increases the rate of crime and prevent the achievement of goals and learning outcomes. However, most teachers have poor perception on the use of the BMT in managing indiscipline among SHS students in the district. This is because they are unaware and are unwilling to use the BMT in ensuring discipline in the schools.

Indiscipline increases the rate of crime and prevents the achievement of goals and learning outcomes in the schools. However, knowledge and willingness of teachers and management to use behaviour modification toolkit will help maintain discipline in the schools. This is true because the conceptual framework showed that there is a relationship between indiscipline and the use of behaviour modification toolkit in ensuring discipline.

Meanwhile, the appropriate use of BMT will help maintain discipline in the two Senior High Schools in the Agona East District as previously stated in the thesis statement. However, it is evident BMT was not appropriately applied with the various levels of student's misconducts by most teachers in the schools.

The study concluded that though teachers agreed BMT is a good strategy in managing indiscipline, but it was not feasible in their school environment in the Agona East District.

5.4   Recommendations

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

1. The study revealed that vandalism, bullying, examination malpractice substance abuse, sexual misconduct and defiance are the prevalent students' misconduct in the schools. This means that students' discipline in SHS in the Agona East District is generally poor. Therefore, it is recommended that teachers and school management should adopt appropriate strategies of BMT to manage student indiscipline. To achieve this, the management should clearly spell out the school rules and regulations, and ensure that they are pasted in the classrooms and notice boards in the school. Teachers should keep reminding students of the existence of these rules and the corresponding sanctions that goes with them. This will help create a discipline environment conducive for learning.

2. It was noted that, some teachers were not familiar with the BMT whilst most of them have negative perception towards them. They perceived BMT as alien, weak and softer measures in managing indiscipline among SHS students in the Agona East District. This leads to confusion among teachers as to the

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strategies to use in ensuring discipline. To overcome this, it is recommended that guidance and counselling coordinators at the senior high school level should raise awareness of the value of using proactive behaviour modification strategies rather than punitive ways to manage indiscipline behaviour.

Further, Guidance and Counselling coordinators should collaborate with Ghana Education Service (GES) in organizing workshops on behaviour modification techniques for teachers to be equipped with it so they can use them to modify students' behaviour.

3. Disciplinary committee actions, reinforcement strategies, counselling services, and bonds of good behaviour were the predominant BMT used by teachers in SHS in the Agona East District in managing indiscipline among students. However, these are but a few of behaviour modification toolkit used in managing indiscipline in schools. The research recommends that teachers should employ other BMT such as shaping, modelling, setting classroom rules, caution, token, fading, prompting and reflection. This is to ensure that BMT are adequately used in maintaining discipline in the schools.

4. The study's results overwhelmingly demonstrate that teachers lack a solid understanding of behaviour modification strategies. Ghana Education Service (GES) in collaboration with National Council for Curriculum and Assessment (NaCCA) should incorporate behaviour modification toolkit in teacher education programs. This is crucial because it will help provide student teachers with in-depth knowledge on how to apply BMT appropriately in managing indiscipline. Additionally, teachers should be provided with meaningful field experience and video documentaries, where they observe strategies for successfully instructing, engaging, and managing students'

indiscipline behaviour. This will help teachers to know the appropriate BMT to be applied on the corresponding level of offences in maintaining discipline.

5.5   Limitations

The study encountered some limitations including the following: The study was done in two SHS in the Agona East District in central region. The experiences of SHS in the other districts and regions might differ due to the variations in regional educational policies or cultural context. The study was limited to purposive sample of sixteen (16) participants. Whiles this allows for an in-depth exploration, a larger sample could provide a more generalizable picture of the use of BMT in managing indiscipline in SHS in the Agona East District.

Therefore, a mixed method approach could have given a better grounding to the study because both qualitative and quantitative data will be collected and analyzed for better understanding.

The use of the case study did not allow a complete generalization of findings. This is because the use of opened-ended questions which guide the interview allows the participants subjectivity of their opinions, experience and emotions which are likely to influence the outcome of the data. This posed the chances for participants to provide other information which may not be relevant to the study.

Furthermore, qualitative studies adopted for this study is not statistically representative but uses smaller sample size to produce large amount of information that cannot be generalized. So, it made analysis of data voluminous and cumbersome. Also, unlike quantitative studies where data can be verified, qualitative data allows participants to have more control over the content and so, not verifiable. Therefore, the results cannot be verified objectively against the responses of the participants.

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Besides, the study employed classroom observation, the researcher's presence can influence participants to adopt behaviour modification toolkit in their lessons which under normal circumstance they would not have used. This might have posed some biases in the study. Also, unlike quantitative data where responses are limited to the subject matter, qualitative studies do not limit participants responses which allows subjectivity in the study. In view of this, the approach adopted served as a limitation of the study.

5.5   Suggestions for Further Research

The researcher suggests the following areas for further studies.

1. The research study could be broken into several sections. This would allow for more detailed information to be gathered within each of the objective examined in the study. This would provide broader studies and understanding on the rate of prevalence on students' indiscipline behaviours in the schools, the participation of teachers on the use of BMT, the types of BMT often used and how they actually apply these toolkit n managing indiscipline behaviours of students.

2. Future studies should consider mixed method research approach by employing both qualitative and quantitative analysis. Especially, quantitative studies can be considered on the effectiveness or efficiency of BMT in managing indiscipline behaviours among students of the basic schools.

3. Future studies should be conducted on in other districts/metropolis for comparisons purposes. Also, to know the nationwide situation of the use of BMT by teachers in managing indiscipline, it is suggested that similar studies should be conducted in other districts.

4. A comparative study on the use of BMT in managing indiscipline with that of the traditional method (corporal punishment) to ascertain the effectiveness of each of the two methods in managing indiscipline behaviours among students. This will inform teachers and managers of the various schools as which one is the best method to adopt.

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APPENDIX A

Semi-Structured Interview Schedule for Participants

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMNISTRATION AND MANAGEMENT

Dear Madam:

This Interview Guide has been designed to seek your views on the use of Behaviour Modification Toolkit in managing indiscipline in selected Senior High Schools in Agona East District. You have been purposely selected to participate in this interview because your outfit fits into the purpose of the study. All information gathered will be treated with utmost confidentiality and be used for academic purposes only.

Thank you.

Ajara Seidu

0553404696

Time of Interview:

Date:

SEMI-STRUCTURED INTERVIEW QUESTIONS

What is your sex?

What is your age?

What is your highest educational background?

What is your highest professional qualification?

How long have you been in the field of education?

How long have you been in this school?

What are the prevalent indiscipline behaviours of students in your school?

What mechanisms have been drafted in dealing with students' indiscipline in this school?

How do you perceive the use of Behaviour Modification Toolkit (BMT) in managing indiscipline behaviours?

Which of the Behaviour Modification Toolkit (BMT) are you familiar with?

Mention the type of Behaviour Modification Toolkit (BMT) employed in this school in dealing with the various types of students' indiscipline?

How different is Behaviour Modification Toolkit (BMT) from the traditional method of dealing with students' indiscipline?

How does the use of Behaviour Modification Toolkit (BMT) improve students discipline situation in this school?

Thank You.

APPENDIX B

CLASSROOM OBSERVATION CHECKLIST

Date: _____   Observer: _____   Class_____

Level of Misbehaviour	Behviour Modification Toolkit Applied	Participants observed			
		MP6	FP2	FP3	FP8
Level One- Creating a discipline environment	Teacher clearly spells out rules and expectations for students				
	Teacher clearly explains rules to students				
	Teacher has pasted classroom rules in the classroom for future reference				
	Teacher has set an environment of mutual respect that recognises authority of the teacher				
Level Two- Minor/first time offences	Teacher takes time to explain to students why certain behaviour portrayed by the student is unacceptable.				
	Teacher points out to students why he/she has gone against the laid down rules and reminds students of possible consequences of repeating such behaviour				
	The teacher agrees with disruptive students that a particular behaviour should not be repeated				
	Teacher agrees with a mis student verbally or by signing a written document that repeating such behaviour will be followed by sanction discussed with him/her.				
	Teacher creates a safe environment outside the classroom to try and find out what some of the underlying issues resulting in the students' misbehaviour may be				
Level Three: Repeated/ more serious offences	The student that engaged in more serious offence is given sentences to write several times over.				
	Teacher informs students that, he/she will clean around the class as a result of putting up indiscipline behaviour.				
	Teacher ensures that, students carry out the sanction for his/her misbehaviour				
	Teacher changes the seat of the student to come in front so as to monitor his behaviour.				
	Teacher discusses disruptive behaviour of students with counsellor				
	Teacher gives extra tasks to students such as extra homework for misbehaving in class				

Level Four: Chronic, dangerous and disruptive behaviour	Teacher indicates that, a letter will be written to the guardian of the students who exhibited disruptive behaviour in class				
	Teacher indicates that, leadership position of the student will temporary or permanently be withdrawn				
	Teacher refers student to the school disciplinary committee along with background of students' behaviour over time				
	Intensive counselling and monitoring are recommended to student for putting up chronic offence				