

Appraisal Of Behaviour Modification Technique In Handling Disciplinary Behaviours Of Students In Secondary Schools In Benue State, Nigeria

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ABSTRACT

The study focused on the appraisal of behaviour modification in handling disciplinary behaviours of students in secondary schools in Benue State, Nigeria. The study was guided by two research questions and two hypotheses. Survey research design was adopted for the study. The population of the study consisted of 2,052 school administrators --made up of principals, vice principals and deans of studies in 513 secondary schools. The sample for the study consisted of 400 school administrators selected from 100 secondary schools using multi-stage sampling procedure. The instrument for data collection was a self-structured questionnaire. The instrument consisted of a 30-item questionnaire developed by the researcher. The items of the instrument were validated by three experts from a university. The reliability coefficient of the instrument was established using Cronbach Alpha statistic. The reliability coefficient for the entire instrument was 0.85. The research questions posed in the study were answered using mean and-- standard deviation. The hypotheses formulated were tested at 5% level of significance using independent t-test. The findings of the study indicated that disciplinary behaviours are prevalent among students in public secondary schools than students in private secondary schools. The results showed that behaviour modification is effective in handling the disciplinary behaviours of students in urban and rural secondary schools. Based on these results, it was recommended that there should be a closer monitoring and supervision of public secondary schools to reduce the incidence of disciplinary behaviours. In addition, behaviour modification should be used to handle the disciplinary behaviours of students in urban and rural secondary schools.

Keywords: *management techniques, disciplinary behaviours, behaviour modification, students, secondary schools, school administrators*

Date of Submission: 15-08-2023

Date of Acceptance: 25-08-2023

I. Introduction and Statement of the Problem

Education is a priority sector in every well-meaning society. In schools, teachers are faced with the tasks of educating, socializing, empowering and certifying students. Schools are designed to ensure that all students are provided with the harmonious environment where they can learn and thrive. For efficient functioning of school, school administrators often control the conduct of students through approved rules and

regulations. Once these rules and regulations are made, they have to be enforced. Discipline in schools is required to ensure that schools are able to provide quality education for all students and to guarantee the care and safety of the school community (Mohammed & Usman, 2016). Indiscipline among students could be viewed as undesirable activities and misconducts. Most times, disciplinary problems make the objectives of setting secondary school education, a mirage. The school is expected to train children in a manner that they will be useful to themselves in particular and the society in general through the enforcement of appropriate disciplinary action. Acts of indiscipline by students could defeat the goals of education in any country. Many people believe that the current economic woes of corruption, robbery, assassination, kidnapping, cultism, smuggling and pipeline vandalism are offspring of unmanaged school indiscipline.

The disciplinary problem in schools is ranked as one of the major problems among students of secondary schools in Benue State and Nigeria in general (Kajo, 2015). Disruptive behaviour of students is a concern to schools, parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behaviour cannot be ignored, and schools must tailor a well-understood sound behaviour and disciplinary policy. The situation is worse in secondary schools because the learners as adolescents at this level of education, become aware of their rights namely; to privacy, to freedom of religion, belief, opinion and expressions. The disciplinary behaviours of secondary school students have caused public outcry and continued to feature more prominently in the national agenda (Ajowi & Simatwa, 2012). The authors reiterate that unrest has continued in secondary schools with a new dimension and are not only violent and destructive but they are also premeditated and have caused maximum harm to human life. Secondary schools in Nigeria and Benue State in particular, experience cases of defiant students who confront their teachers and destroy school properties at slightest provocation (Idu & Ojedapo, 2011).

The problem of indiscipline affects all schools irrespective of location (urban or rural) and school type (public or private) though the degree and magnitude vary from school to school. It appears that the measures taken to deal with disciplinary behaviours in some urban and rural secondary schools are inadequate. Many teachers feel disempowered especially in urban schools to deal with cases of indiscipline among students because of lack of support from some relevant authorities. Disciplinary problems dominate the issues of the day-to-day activities in schools within urban and rural settings; in public and private schools. Students' disciplinary behaviours often pose challenges to teachers in urban and rural settings; in public and private schools. Students' misconduct in the classroom may interfere with teaching and learning. Students' behavioural problems are also thought to be a leading contributor to teachers' stress in urban and rural settings, in public and private secondary schools. School location may have a significant effect on the management of students' discipline. Managing students' indiscipline in rural and urban areas presents difficulties. It has been affirmed that students' absenteeism may be higher in rural areas than in urban areas because monitoring of students by school administrators is difficult in rural schools than in urban schools. Also schools in remote areas may not be visited by school inspectors frequently like schools in the urban and this may make enforcement of discipline among students in rural areas less effective. However, it has been reported that students in urban schools are more pruned to truancy and higher absentee tendency than their counterparts in rural schools. The results of findings on how school location affects the disciplinary behaviours of students have been inconsistent (Anam, 2011).

In many secondary schools, school discipline among students has deteriorated to such a level that the school system may soon become unmanageable. Faced with the challenge of disciplinary behaviours by students, school administration often uses disciplinary techniques such as corporal punishment, suspension from classes, invitation of parents for useful discussion concerning their ward, expulsion from school, reporting to the law enforcements agents for actions and establishment of synergy among principal, teachers, parents as well as school-based guidance counsellors. In spite of the application of these techniques, disciplinary problems are still on the increase (Alawo, 2015).

School administrators are expected to help students to overcome disciplinary problems by employing management techniques that would help to achieve the objectives of secondary education in urban or rural schools, public or private secondary schools. Management techniques in education are the techniques adopted in educational organization to help the organization achieve its stated objectives. In other words, management techniques are systematic procedures of investigation and planning which are applied to management problems (Oboegbulem & Onwurah, 2011). The techniques assist the school administrators to perform their task effectively and improve efficiency in the given tasks. There are varieties of management techniques often applied in an organization to solve a given task and they include behaviour modification technique, management by objectives (MBO), Delphi technique, planning programming and budgeting system (PPBS) among others. This study would appraise behaviour modification as a technique for handling disciplinary behaviour of students in secondary schools. Appraisal is diagnostic in nature and it tends to identify areas that need improvement in an issue of concern. It is concerned with correcting the deficiencies in one's action or performance. It also has to do with passing value judgment about the desirability or otherwise of an action. It involves attaching praises, commendations and condemnations to actions or performances.

Behaviour modification is a complex term that has different meanings for different professionals. According to Harper (2017), behaviour modification is a treatment approach that focuses on changing behaviour. Behaviour modification uses a schedule approach that rewards desired behaviour and punishes undesirable behaviour. The major goal of behaviour modification is to replace undesirable behaviours with acceptable ones. This technique may be applied to a wide range of settings such as in educational administration, business management, psychology, business administration, guidance and counselling among other disciplines. For some, it refers to techniques that are coercive or intended to create pain. It was advocated that behaviour should not only be modified but equally managed to achieve a desired outcome. Behaviour modification may be applied to discourage unwanted behaviour through punishment. Some people see behaviour modification as a theory; others see it as a strategy while it is seen by others as a technique for modifying and managing behaviours towards acceptable standard.

Behaviour modification technique attempts to alter students' behaviour by encouraging appropriate behaviour through the use of praise or rewards (Muneja, 2013). It has been observed that reinforcement such as praise, rewards and punishment could control students' indiscipline in schools. According to Olaitan Et al (2013), praise and rewards are not only right and desirable but indispensable in the control of student's disciplinary problems in schools. A commonly applied element of behaviour modification is positive reinforcement or a reward system. It could be observed that behaviour modification is an effective technique in treating students' disciplinary problems through the use of reinforcements. Reinforcement may be positive or negative. Positive reinforcement such as praise or reward could increase the probability of the behaviour being repeated but negative reinforcement or punishments could decrease the likelihood of a behaviour being re-occurring. For example, if a student is caught smoking India hemp and is suspended or expelled from the school, the likelihood of that student to be involved in such disciplinary act in the future may be controlled. On the other hand, if a student performs excellently and is rewarded by the school authority, the likelihood of that student sustaining such behaviour in the future is quite high. In the school system any of the management techniques could be adopted to solve a particular problem depending on the prevailing situation. In this regard, this study is therefore prompted by the problem of indiscipline in secondary schools and hence it focuses on the appraisal of behaviour modification as a technique in handling students' disciplinary behaviours in secondary schools in Benue State, Nigeria.

Objectives of the Study

The objective of the study is to appraise behaviour modification as a technique in handling disciplinary behaviours of students in secondary schools in Benue State, Nigeria. Specifically, the study sought to:

1. ascertain the school administrators' perception of the prevailing students' disciplinary behaviours which require the application of behaviour modification to handle in public and private secondary schools in Benue State.
2. ascertain how effective school administrators use behaviour modification in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State.

Research Questions

The following research questions were raised to guide the study:

1. What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of behaviour modification to handle in public and private secondary schools in Benue State?
2. How effective are school administrators' use of behaviour modification in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 5% level of significance.

1. There is no significant difference in the mean ratings by school administrators' on the prevalence of students' disciplinary behaviours which require the application of behaviour modification to handle in public and private secondary schools in Benue State
2. There is no significant difference in the mean ratings by school administrators' on the effectiveness of the use of behaviour modification in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State

Review of Related Empirical Studies

Olaitan, et al (2013) conducted a study on the management of disciplinary problems in secondary schools in Jalingo metropolis. The researchers posed six research questions but did not frame any hypothesis. The design of the study was survey research design. The population for the study was 1174 respondents

comprising 150 school management, 450 teaching staff and 574 non-teaching staff. A sample size of 600 respondents comprising 90 school principal and vice principals, 510 teaching and non-teaching staff were used in the selected schools. A self-developed questionnaire was used for data. The data collected were analyzed using descriptive statistics of mean and standard deviation. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed that indiscipline is more in public schools now than in private schools and that parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems.

Ali, et al (2014) carried out a study on the types, causes and management of indiscipline acts among Secondary School Students in Shomolu Local Government Area of Lagos State. The researchers posed four research questions and formulated four hypotheses. The researchers adopted a survey research design. The population of the study consisted of 2000 respondents. A sample size of 90 respondents was used. Data were collected using questionnaires designed by the researchers. The research questions were answered using simple percentage, mean and standard deviation; while independent t-test and one-way analysis of variance (ANOVA) were used to test the hypotheses. The findings of the study revealed that indiscipline acts common among students are: bullying, truancy/absenteeism, vandalism of school property, theft/stealing and fighting. The results of the study equally revealed that democratic style of leadership has significant effect in the management of disciplinary behaviours of students regardless of school type and location. This finding also shows that most strategies and methods employed by the schools in the study area are not effective as reduction strategies of act of indiscipline in the study area; such strategies among others include: expulsion, corporal punishment by the teachers, verbal reprimand, smacking, etc. This study therefore concluded among other things that the methods of maintaining discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the traditional and ethos of schools and their immediate environment. The study further revealed that corporal punishment and expulsion are not effective because of their negative psychological effects on the students. Moreover, behaviour modification techniques are effective in managing unruly behaviours of the students as alternative to expulsion and corporal punishments of different kinds and that each school should have a trained guidance counsellor. They reported that if all schools have a set of rules and regulations that would guide all actions and in-actions of the students during school hours and are constantly read to the hearing of all students, cases of disciplinary behaviours among students would be reduced to the barest minimum.

Gutuza and Mapolisa (2015) carried out a study on the analysis of indiscipline amongst secondary school students in Nyanga District of Zimbabwe. The researchers used four research questions and formulated no hypotheses for the study. The study employed a survey research design and made use of a quantitative methodology. The sample for the study consisted of 200 teachers drawn from 10 schools with a population of 585 teachers and 35 schools. The instrument used for data collection was structured questionnaire. Data collected with the aid of questionnaire were analyzed using descriptive statistics of mean and standard deviation to answer the research questions. The study revealed that indiscipline in secondary schools was largely caused by poor group influence, bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships and failure of the school to effectively enforce school rules and regulations. The study further revealed that if all secondary schools have qualified guidance counsellors to deal with students' behaviour problems and schools enforce school rules effectively, the issues of disciplinary behaviours would be reduced in urban and rural schools whether public or private schools.

Mohammed and Usman (2016) conducted a study on teachers' perceptions on prevailing students' indiscipline and the management techniques used by secondary school principals in handling students' indiscipline in Bauchi metropolis. Three research questions were posed with no hypothesis was formulate. Descriptive survey research design was adopted. The population of the study was 350 teachers from 29 Senior Secondary Schools in Bauchi metropolis. The sample size for study was 100 teachers. The instrument for data collection was a structured questionnaire. The data collected were analyzed using mean to answer the research questions. The findings of the study revealed that noise making, lateness, examination malpractice, absenteeism, indolence and lying are the major prevailing discipline problems in Bauchi metropolis. Other discipline problems are disobedience, drug abuse, sexual immorality, hooliganism and riot. The study also revealed that corporal punishment, invitation of parents, signing undertaking and dialogue were used in handling the problems. However it revealed that inviting parents, signing undertaking, dialogue, rewarding for good behaviours and synergetic approach between teachers, parents and counselors are very effective in dealing with disciplinary problems. Finally the expulsion and sending student out from class are not effective. It was discovered that all the management techniques that are harsh are not effective. The authors advocated for other techniques like: invitation of parents for useful discussions concerning their wards, signing of undertaking to be

of good behaviour, reasoning and dialoguing with students, rewarding good behaviours of students by open commendation and praise as ways to deter indiscipline and using pastoral counselling techniques.

Aloka, et al (2016) conducted a study on alternative corrective measures used in managing students' behaviour problems in secondary schools in Kenya. The study adopted a mixed method research which included both quantitative and qualitative methods. The population of the study was composed of 308 teachers from 34 schools. Krejcie and Morgan sample size determination table and stratified random sampling technique were used to sample 208 teachers. Split-half method was used to obtain the reliability coefficient of 0.871. Questionnaires, interview schedules and document analysis guides were used for data collection in the study. Quantitative data were analyzed through the use of descriptive statistics of mean and standard deviation. Qualitative data from interviews and documents were analyzed using thematic analysis. The findings of the study revealed that alternative corrective measure like guidance and counseling, manual work, suspension from class, withdrawal of privileges and suspension were used in managing students' behaviour problems. It was established from the study that, depriving a learner of an enjoyable activity was commonly used as an alternative method for managing behaviour problems in schools. Similarly, it was observed that making a learner stay back after school dismissal, sending learners out of class during lessons in a bid to manage behaviour problem, were unacceptable form of punishment. This implies the teachers found this method of managing students' behaviour problems unproductive.

II. Materials and Methods

The research design for this study is survey research design. The study was carried out in Benue State. The justification for the choice of Benue State is based on the fact that majority of the youth population between the ages of 11-18 years are in secondary schools and there are reported cases of disciplinary behaviours among students in the secondary schools which may affect the educational growth in the State if left unchecked. The population of the study was 2052 secondary school administrators in 513 secondary schools (public and private) in Benue State. The sample for the study consisted of 400 school administrators which comprised 100 principals, 100 vice principals academic, 100 vice principals administrations, 100 dean of studies selected from 100 secondary schools in Benue State. The sampling technique used in this study was multi-stage sampling technique. Multi-stage sampling is a procedure used whenever different sampling techniques are applied at different stages of a research study (Emaikwu, 2021). The researcher sampled 10 local government areas from the population of the 23 local government areas in Benue State using simple random sampling technique. In each of the sampled secondary schools, the researcher selected the principal, the vice principal academic, the vice principal administration and the dean of studies using purposive sampling technique. The instrument for data collection was a self-structured questionnaire. The instrument consists of a 30- item questionnaire developed by the researcher and anchored on the continuum of Strongly Agree, (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) in clusters 1, while the items in cluster 2 were anchored on the continuum of Very Effective (VE), Effective (E), Ineffective (IE), and Very Ineffective (VIE) with varying point values of 4, 3, 2, and 1 respectively. The items of the instrument were validated by two experts in the area of Educational Administration and Planning, one expert in the area of Measurement and Evaluation from Federal University Agriculture Makurdi.

The reliability of the instrument was computed using Cronbach Alpha method. The reliability coefficient for the entire instrument was 0.85 which indicates that the instrument was reliable. The items of the instrument were administered to the stipulated school administrators in their various schools by the researchers with the help of two research assistants. The research questions were answered using mean and standard deviation. The hypotheses formulated were tested at 0.05 level of significance using inferential statistics of independent t-test.

III. Results and Discussion

This section deals with the presentation of results of data analysis and discussion of findings based on the results of the study.

Research question 1: What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of behaviour modification techniques to handle in public and private secondary schools in Benue State? To answer this research question, the responses of school administrators to disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State were collected, analyzed and their mean responses and standard deviation presented in Table 1 using the responses to items 1-18 of the instrument.

Table 1: Mean and Standard Deviation of Disciplinary Behaviours that require the Application of Management Techniques to handle in public and private secondary schools in Benue State

S/No.	Items	Public School				Private Schools			
		N	Mean	S.D	Rank	N	Mean	S.D	Rank
1.	Bullying	172	3.80	.96	1 st	228	2.82	.84	3 rd
2.	Wrong school uniform		2.41	1.17	14 th		2.32	1.05	13 th
3.	Noise making		3.12	.93	7 th		3.09	.87	1 st
4.	Smoking		3.21	1.03	6 th		2.39	.81	10 th
5.	Stealing		2.47	1.06	13 th		2.18	.89	18 th
6.	Quarreling and fighting		3.25	.93	4 th		2.71	.97	4 th
7.	Alcoholism		3.10	.97	8 th		2.61	1.03	7 th
8.	Membership of secret cults		2.98	.93	10 th		2.64	.80	5 th
9.	Lateness to school		3.32	.81	3 rd		2.59	.98	8 th
10.	Truancy		3.22	.79	5 th		2.46	.92	9 th
11.	Not doing homework		2.37	.97	15 th		2.26	1.09	14 th
12.	Sexual immorality		2.48	.95	12 th		2.36	1.04	12 th
13.	Destruction of school properties		2.26	.89	17 th		2.23	.89	16 th
14.	Indolence/laziness		2.49	1.07	11 th		2.37	1.03	11 th
15.	Violent demonstration		2.32	.81	16 th		2.25	.95	15 th
16.	Unwanted pregnancy		2.14	.93	18 th		2.19	.84	17 th
17.	Examination malpractice		3.73	.84	2 nd		2.92	.89	2 nd
18.	Drug abuse		3.02	.89	9 th		2.63	.91	6 th
	Cluster mean and standard deviation		2.87	.94			2.50	.93	

The data presented in Table 1 showed that items 1-18 in public secondary schools had mean values of 3.80, 2.41, 3.12, 3.21, 2.47, 3.25, 3.10, 2.98, 3.32, 3.22, 2.37, 2.48, 2.26, 2.49, 2.32, 2.14, 3.73, and 3.02 with corresponding standard deviation values of .96, 1.17, .93, 1.03, 1.06, .93, .97, .93, .81, .79, .97, .95, .89, 1.07, .81, .93, .84, and .89 respectively. Also the data presented in Table 1 showed that items 1-18 in private secondary schools had mean values of 2.82, 2.32, 3.09, 2.39, 2.18, 2.71, 2.61, 2.64, 2.59, 2.46, 2.26, 2.36, 2.23, 2.37, 2.25, 2.19, 2.92 and 2.63 with corresponding standard deviation values of .84, 1.05, .87, .81, .89, .97, 1.03, .80, .98, .92, 1.09, 1.04, .89, 1.03, .95, .84, .89 and .91 respectively. On the basis of the criteria set for decision making, any item with a mean rating of 2.50 and above in Table 1 would require the application of management techniques to handle such disciplinary behaviours in public and private secondary schools in Benue State. Table 1 also shows the ordered rankings of the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of behaviour modification to handle in public and private secondary schools in Benue State.

From Table 1, bullying, examination malpractice, lateness to school, quarreling and fighting, truancy, smoking, noise making, alcoholism, are the eight most ranked disciplinary behaviours in public secondary schools in Benue State, while smoking, examination malpractice, bullying, quarreling and fighting, membership of secret cults, drug abuse, alcoholism, lateness to school are the eight most ranked disciplinary behaviours in private secondary schools in Benue State. From Table 1, the cluster mean and standard deviation for public secondary schools are 2.87 and .94 while for the private secondary schools; the cluster mean and standard deviation are 2.50 and .93. To ascertain if the difference in the two group cluster means is statistically significant, the corresponding hypothesis was tested in Table 3.

Research question 2: How effective are school administrators' use of Behaviour Modification as a management technique in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State?

To answer this research question, the responses on how effective are school administrators' use of behaviour modification as a management technique in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State were collected, analyzed and their mean responses and standard deviation are presented in Table 2 using the responses to items 19-30 of the instrument.

Table 2: Mean and Standard Deviation of Behaviour Modification Technique in Handling Disciplinary Behaviours of Students by school administrators in Urban and Rural Secondary Schools in Benue State

S/No	Items	Urban School				Rural Schools			
		N	Mean	S.D	Remark	N	Mean	S.D	Remark
19.	Corporal Punishment	208	2.62	1.09	E	192	2.92	.97	E
20.	Suspension from school		2.67	.96	E		2.83	1.05	E
	Invitation of parents for dialogue		3.45	.81	E		3.40	.75	E
22.	Expulsion of erring students		2.21	.89	IE		2.39	.81	IE
23.	Deprivation of prefectship and other								

	positions of authority		2.91	.97	E		2.18	.89	IE
24.	Signing of undertaking to be of good behaviour		3.15	.93	E		3.01	.90	E
25.	Inviting the law enforcements agents for actions		2.10	1.07	IE		2.12	1.03	IE
26.	Sending the student out to cut grasses while the classes are on		2.56	.93	E		2.80	1.07	E
27.	Making the students carry a placard on which the offence committed is written " e.g, I'm a thief"		2.68	.81	E		2.55	1.11	E
28.	Rewarding good behaviours of students by open commendation and praise		3.49	.59	E		3.03	.98	E
29.	Suspending erring students from entering into the class for lessons		2.82	.89	E		2.73	.96	E
30.	Explaining to erring students the need to change their minds, give up bad habits		3.57	.57	VE		3.42	.55	E
	Cluster mean and standard deviation		2.85	.88	E		2.78	.93	E
KEY: Any item with mean response of: 3.50 to 4.00 =Very Effective (VE), 2.50 to 3.49 = Effective (E), 1.50 to 2.49= Ineffective (IE), 0.50 to 1.49 = Very Ineffective (VIE).									

The data presented in Table 2 showed that items 19-30 in Urban secondary schools had mean values of 2.62, 2.67, 3.45, 2.21, 2.91, 3.15, 2.10, 2.56, 2.68, 3.49, 2.82 and 3.57 with corresponding standard deviation values of 1.09, .96, .81, .89, .97, .93, 1.07, .93, .81, .59, .89 and .57 respectively. Also the data presented in Table 2 showed that items 19-30 in rural secondary schools had mean values of 2.92, 2.83, 3.40, 2.39, 2.18, 3.01, 2.12, 2.80, 2.55, 3.03, 2.73 and 3.42 with corresponding standard deviation values of .97, 1.05, .78, .81, .89, .90, 1.03, 1.07, 1.11, .98, .96 and .55 respectively. On the basis of the criteria set for decision making, any item with a mean rating of 3.50 to 4.00 is regarded as very effective (VE), and any item with a mean value of 2.50 to 3.49 is regarded as effective (E) in Table 2 and are therefore effective to be used by school administrators as indices of behaviour modification in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. However, any item with mean response of 1.50 to 2.49 is regarded as ineffective (IE), whereas any item with mean response of 0.50 to 1.49 is regarded as very ineffective (VIE). It can be observed that only item numbers 37, 38 and 40 have mean responses below 2.50 in Table 2 thereby indicating that the items are ineffective as indices of behaviour modification to handle disciplinary behaviours of students in secondary schools.

From Table 2, the cluster mean and standard deviation for urban secondary schools are 2.85 and .88 while for the rural secondary schools; the cluster mean and standard deviation are 2.78 and .93. To ascertain if the difference in the two group cluster means is statistically significant, the corresponding hypothesis was tested in Table 4.

Hypothesis 1: There is no significant difference in the mean ratings by school administrators on the prevalence of students' disciplinary behaviours which require the application of behaviour modification as a technique to handle in public and private secondary schools in Benue State

To test hypothesis 2, the independent t-test statistic is conducted at 0.05 level of significance and the result obtained is presented in Table 3.

Table 3: The t-test Analysis of Mean Ratings by School Administrators on the Prevalence of Students' Disciplinary Behaviours to Handle using behaviour modification in Public and Private Secondary Schools in Benue State

School type	N	Mean	Std Dev.	Std error	Df	t-cal	t-tab	Remark
Public	208	2.87	0.94	0.0045	398	3.92	1.96	S, Reject H ₀
Private	192	2.50	0.93	0.0048				
<i>N=Number of respondents, Std Dev= Standard deviation, Std error= standard error of mean, Df= degree of freedom, t-cal= t-calculated value, t-tab = t-tabulated value, S=Significant result (t-cal ≥ t-tab)</i>								

The data presented in Table 3 showed that the t-calculated value of 3.92 is greater than the t-tabulated value of 1.96 with 398 as degree of freedom at 0.05 level of significance. This indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of behaviour modification to handle in public and private secondary schools in Benue State. Based on the values of the two means calculated for school type, the result indicates that

disciplinary behaviours are more prevalent among students in public schools than students in private schools in Benue State.

Hypothesis 2: There is no significant difference in the mean ratings by school administrators' on the effectiveness of the use of Behaviour Modification as a management technique in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State

To test hypothesis 2, the independent t-test statistic is conducted at 0.05 level of significance and the result obtained is presented in Table 4.

Table 4: The t-test Analysis of Mean Ratings by School Administrators on the Effectiveness of the Use of Behaviour Modification in Handling Disciplinary Behaviours of Students in Urban and Rural Secondary Schools in Benue State

Location	N	Mean	Std Dev.	Std error	Df	t-cal	t-tab	Remark
Urban	208	2.85	0.88	0.0042	398	0.77	1.96	NS, Accept H ₀
Rural	192	2.78	0.93	0.0048				
<i>N=Number of respondents, Std Dev= Standard deviation, Std error= standard error of mean, Df= degree of freedom, t-cal= t-calculated value, t-tab = t-tabulated value, NS=Not Significant (Accept H₀)</i>								

The data presented in Table 4 showed that the t-calculated value of 0.77 is less than the t-tabulated value of 1.96 with 398 as degree of freedom at 0.05 level of significance. This indicates that the test statistic is not significant and hence the null hypothesis is accepted. This therefore implies that there is no statistical significant difference in the mean rating by school administrators on the effectiveness of the use of Behaviour Modification in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. It also means that Behaviour Modification can be effectively used to handle disciplinary behaviours of students in both urban and rural secondary schools in Benue State.

IV. Discussion of Findings

The outcome of findings from research question one and hypothesis one show that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of behaviour modification to handle in public and private secondary schools in Benue State. Table 1 shows the ordered rankings of the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of behaviour modification to handle in public and private secondary schools in Benue State. From Table 1, bullying, examination malpractice, lateness to school, quarreling and fighting, truancy, smoking, noise making, alcoholism, are the eight most ranked disciplinary behaviours in public secondary schools in Benue State, while smoking, examination malpractice, bullying, quarreling and fighting, membership of secret cults, drug abuse, alcoholism, lateness to school are the eight most ranked disciplinary behaviours in private secondary schools in Benue State. Based on the values of the two means calculated for school type, the result indicates that disciplinary behaviours are more prevalent among students in public schools than students in private schools in Benue State. The outcome of this study agrees with the submission of Olaitan et al (2013) who reported that indiscipline is more in public schools now than in private secondary schools. Also the outcome of this study does not differ from the submission of Gutuza and Mapolisa (2015) who reported that there is high level of indiscipline in public secondary schools and that this was largely caused by poor group influence, bad company within and outside the school, lack of discipline in school, poor teacher-student relationships and failure of public schools to effectively enforce school rules and regulations. The outcome of this result confirms what currently obtains in Nigerian society where government institutions are failing in their constitutional responsibilities. There is lack of effective management of public institutions thereby leading to high rate of indiscipline at all levels of government agencies and establishments including public secondary schools in Benue State. This decay in public secondary schools has made many Nigerian parents to send their children to private secondary schools where the rate of indiscipline is at minimal and controllable levels.

The outcome of finding from research question two and hypothesis two implies that there is no statistical significant difference in the mean rating by school administrators on the effectiveness of the use of Behaviour Modification as a management technique in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. It also means that Behaviour Modification can be used effectively in handling disciplinary behaviours of students in both urban and rural secondary schools in Benue State. The indices of Behaviour Modification as a management technique that have proved effective in handling disciplinary behaviour of students irrespective of school location include invitation of parents for useful discussions concerning their ward, signing of undertaking to be of good behaviour, explaining to erring students the need to change their minds, give up bad habits and put on good ones for their own common good and

progress (Using pastoral counselling techniques), rewarding good behaviours of students by open commendation and praise among others. The result is partially in agreement with Aloka et al (2016) who revealed that alternative corrective measure like guidance and counseling, manual work (slashing, cleaning the bathroom, uprooting of tree stumps), temporary withdrawal from class, withdrawal of privileges were used in managing students' behaviour problems. The authors reported that making a learner stay back after school dismissal, sending learners out of class during lessons in a bid to manage behaviour problem, were unacceptable form of punishment. This implies that administrators found using this method of managing students' behaviour problems, highly unproductive.

The present study however, does not agree with their findings where it was established from their study that, depriving a learner of an enjoyable activity was commonly used as an alternative method for managing behaviour problems in schools and also that the most commonly used alternative method of managing learners' behaviour was for administrators to act as role models and hence administrators are expected to show exemplary conduct and character that students must be encouraged to emulate. In addition the outcome of this study agrees with the result of Ali et al, (2014) who maintained that behaviour modification techniques are effective in managing unruly behaviours of the students as alternative to expulsion and corporal punishments of different kinds. They reported that corporal punishment and expulsion are not effective because of their negative psychological effects on the students.

V. Conclusion

Based on the findings of this study, it can be concluded that disciplinary behaviours are more prevalent among students in public secondary schools than students in private secondary schools in Benue State. It has been affirmed that Behaviour Modification could be effectively used to handle the disciplinary behaviours of students in urban and rural secondary schools in Benue State.

VI. Recommendations

Based on the findings of the study, the following recommendations are made.

1. It is evident from the findings that disciplinary behaviours are more common among students in public secondary schools; therefore there is an urgent need for the state government and other stakeholders in education to proffer solutions to the rising incidence of disciplinary behaviours in public secondary schools.
2. Effort should be made by school administrators to use behaviour modification so as to reduce the incidence of disciplinary problems of students to the barest minimum in secondary schools. Specifically, all public secondary schools should engage the services of guidance counsellors so as to curtail the rising waves of disciplinary problems among secondary schools students

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