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RESEARCH ARTICLE

INFLUENCE OF BEHAVIOR MODIFICATION TECHNIQUES ON STUDENTS' BEHAVIORS IN SECONDARY SCHOOLS IN BURETI SUB-COUNTY; KERICHO COUNTY

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ABSTRACT

This study investigated influence of behavior modification techniques of shaping as employed by teachers in dealing with students' bullying, drug abuse and exam cheating in public secondary schools in Kenya. The design of this study was survey. This study employed Skinner's behavior modification theory which advocates positive reinforcement as form of modifying behaviors. Mixed methods approach was used. The study population comprised 520 teachers from a total number of 52 public secondary schools in Bureti Sub County of Kericho County. Krejcie and Morgan sample size determination table and Simple random sampling were used to select 18 public secondary schools. From each randomly selected school 18 deputy principals and 180 teachers were involved. Two research questions and two null hypotheses guided the study, and questionnaires and interviews were used to collect data. Data collected was analyzed using mean, frequencies, standard deviation and ANOVA for the hypotheses at 0.05 level of significance. The output presented on tables, frequencies and percentages. Qualitative data was analyzed using thematic framework. The study findings revealed that behavior modification techniques used were shaping, token economy and praise techniques. The null hypotheses were rejected. Further shaping techniques was effective in influencing drug abuse, bullying and exam cheating behaviors among students. The study recommended that the Ministry of Education Science and Technology should organize Workshops and seminars to equip teachers with more knowledge on use of behavior modification techniques especially shaping techniques that use positive reinforcement.

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INTRODUCTION

Behavior modification techniques have been used all over the world to modify students' behaviors (Khan, Quader, Ali, Shahzad & Hukamdad, 2011; Gutbrod, 2014; Ogoamaka, 2016; Orodho & Cheruiyot 2015; Alberto & Troutman, 2010). However, Students' behaviors found among Kenyan school children are bullying, vandalism, stealing, exam cheating, drug abuse, truancy, not completing homework (Aloka, 2012). These disruptive behaviors hamper teaching and learning in schools leading to poor academic performance. In Pakistan, majority of secondary schools teachers use behavior modification techniques in classrooms. They use rewards properly; use token economy, contingency contract, shaping techniques to improve students' behaviors and performance (Khan, et.al, 2011). However, teachers have not applied the same behavior modification techniques to manage students' drug abuse, bullying and exam cheating behaviors.

In America, Vargo 111(2013) did a study of effects of behavior modification programs on the behavior of High school students at Baltimore area. The study suggested that high school students do not need punishment to change inappropriate behaviors but positive reinforcement with training on expected behaviors be used. Therefore, presently what students in secondary schools need is not punishment but positive behavior modification techniques of shaping. Ogoamka (2016) did a study in Nigeria secondary schools on the effectiveness of shaping techniques to handle lateness among secondary schools students. The result showed that shaping techniques was effective in reducing lateness in secondary schools. This study agreed with McClurg (2014) who used shaping through rewards systems to improve students time arrival and performance on course exams. Shaping techniques have been used to :increase the height of arm extension in an international pole-vaulter, increasing exhale durations as a preparatory measure for a smoking cessation, increasing the duration of sustained interaction following a bid for joint attention in children with Autism, and to reinstate verbal behavior in hospitalized psychotics (Scott, Scott & Goldwater, 1997; Rae & Williams, 2002; Gutbrod, 2014; Horner, 2012).

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Each of these studies have resulted in positive outcomes through the use of shaping techniques. Therefore, it was hoped that behavior modification using shaping techniques was effective in handling bullying, drug abuse and exam cheating among secondary school students. According to behavior theory; Skinner condemns the use of punishment as a means of controlling behavior. Skinner outlined the use of behaviors modification techniques to reinforce acceptable behaviors; successive approximation, token economy and praise techniques (Skinner, 1938). The use of positive reinforcement effectively increases positive behaviors (Alberto & Troutman, 2010; Brown, 2013). These agree with Khan *et al.* (2011) and Ogoamka, (2016) who posits that positive reinforcement is effective in controlling students' behaviors. In Kenya Busenei (2012) observed that cases of indiscipline have not reduced in schools with the use of alternative methods to corporal punishment. Anayo (2014) added that in Nairobi County teacher slacked skills needed for counseling and do not have trust on alternative methods to corporal punishment. This was further justified by Yegon, Chonge and Nyongesa (2016) in Kimilili sub County who observed that majority of teachers are using caning a form of corporal punishment despite its ban. This showed that there is little the Government had done to replace corporal punishment.

The study by Busenei, (2012); Anayo (2014) and Yegon, *et al.* (2016) revealed that teachers are still using corporal punishment which goes against Kenya constitution (2010) chapter four and Basic Education Act (2013) which reinforces the approach to behavior change as advocated by Skinner's behaviorist Theory. Therefore, the present study filled the knowledge gap by bringing forth school wide behavior modification techniques shaping on students' behaviors of bullying, drug abuse and cheating in exams in Bureti Sub County Secondary schools. Digital newspapers reported that in Kenyan secondary schools second term is faced with myriad cases of indiscipline because of fear of exams (Wanzala, Omboki, & Kemei, 2016). Bullying in Kenyan schools stands at 57 per cent for students who are bullied on one or more days in a month (Kigotho, 2017). Also 80% of students reporting to form one are already drug addicts (Kigendo, 2010). Therefore, Secondary school teachers are left with a task of managing students drug abuse, bullying and cheating in exams. In Bureti Sub County secondary schools Orodho and Cheruiyot (2015) found out that majority of practicing Guidance & Counseling teachers in public secondary schools do not possess relevant professional training and qualification to effectively deliver. This agreed with Simatwa and Cheruiyot (2016) who found out that 65 per cent of practicing school counselors did not have required qualification and facilities were inadequate in most schools. This leaves students with bullying, drug abuse and exam cheating behaviors in this Sub County unattended. This has motivated the researcher to study influence of shaping techniques on students' drug abuse, bullying and exam cheating.

Research findings in Bureti Sub County by Orodho and Cheruiyot (2015) and Simatwa and Cheruiyot (2016) have therefore revealed a knowledge gap on the influence of behavior modification techniques shaping on students' behaviors; bullying, drug abuse and exam cheating in secondary schools. Therefore, the findings unearthed the influence of behavior modification techniques and use of these techniques by teachers.

Objectives of the study: The objectives of the study were:

- To determine behavior modification techniques used by teachers and deputy principals in dealing with students' bullying, drug abuse and exam cheating behaviors in Bureti Sub County secondary schools.
- To find out influence of shaping techniques used by secondary schools teachers and deputy principals in Bureti Sub County to deal with students' bullying, drug abuse and exam cheating behaviors.

Hypotheses

The following null hypotheses were formulated to guide this study. The hypotheses were tested at 0.05 level of significance;

Ho₁: There is no significant difference between the mean ratings of behavior modification techniques and professional qualification of respondents on students behaviors.

Ho₂: There is no significant difference between the mean ratings of behavior modification techniques and teaching experiences of the respondents on students behaviors.

Theoretical Framework and Literature

Theoretical Framework: The present study was based on operant conditioning theory (Skinner, 1938). This theory argued that Behavior modification is systematic application of operant conditioning to change behaviors. Skinner outlined the use of behaviors modification techniques to reinforce acceptable behaviors; shaping, token economy and praise techniques. Shaping involves gradually building up of a desired pattern of behavior by selecting reinforcing closer and closer approximation of it. Shaping is the decomposition of tasks into appropriate, succinctly small steps to ensure that at each stage the reinforced action is emitted spontaneously, with respect to the agent's current training status, with an adequately high probability of success (Colman, 2003). Shaping involves three phases: an evaluation and description of the organism's existing behavioral repertoire; defining a target behavior; and identifying and reinforcing a series of closer approximations to the final response (Tony 2001).

Literature Review: In Pakistan by Khan, *et al.* (2011) did a study on behavior modification techniques in secondary schools of Punjab found out that a large number of teachers follow the Skinner's theory of operant conditioning for behavior modification of the students in the classrooms. For instance, they use rewards properly; use token economy, contingency contract, shaping techniques to improve students' behaviors and performance. The present study bridged this gap by carrying out school wide behavior modification through shaping techniques in Kenya on bullying, drug abuse and exam cheating behaviors. In Nigeria Ogoamka (2016) did a study on effectiveness of shaping techniques in handling lateness among secondary school students. The study found out that shaping was effective in handling lateness in schools. The study suggested that physical punishment be set aside by the school authorities and give room psychological therapies. The present study bridged this gap by carrying out shaping techniques on bullying, drug abuse and exam cheating. Further Riccardi, Luisell and Camare. (2006) used Shaping techniques as intervention for specific phobia in a child with autism which was successful. The present study involves shaping techniques

to treat phobia which triggers cheating in exams. Lesage (2009) used a differential reinforcement of alternative behavior schedule of sucrose delivery on nicotine self-administrated in rats. This was done to reflect conditions more similar to human. In the schedule a target alternative behavior is selected for reinforcement which is more similar to human. This is similar to a person abstaining from drug abuse and submitting a negative sample for reinforcement. The experiment was successful for rats and therefore can be applied to deal with smoking behaviors of secondary school students. Lamb, Morral, Kirby, Iguchi and Galbicka (2004) study the effectiveness of shaping in stopping smoking in different topographies, in their study they developed a means to shape smoking cessation that uses percentile schedules. In their research incentives was provided if the current behavior was more similar to the desired behavior than some percentage of recent behaviors. They found out that shaping was effective to curb drug abuse.

RESEARCH METHODOLOGY

Research Design: The design for this study was survey. This study adopted mixed methods approach which includes both quantitative and qualitative methods (Creswell, 2014). The current study was balanced on both qualitative and quantitative approaches because both were used to establish the influence of behavior modification techniques on students' behaviors. The methodology used was significant to this study because the data obtained was for both qualitative and quantitative analysis.

Study participants: The target population for the current study consisted of 520 teachers 52 deputy principals in public secondary schools in Bureti sub county of Kenya. The Krejcie and Morgan (1970) sample size determination table was used to determine a sample size of 18 Public secondary schools which constituted 34% of the total public schools, 18 deputy principal which was 34% of the total population, 180 teachers which constitute 34% of total teacher population in Bureti Sub County public secondary schools.

Research Instruments: Questionnaires and interview were used for data collection in the study. The questionnaires were used because they could reach a big group and also give the respondents freedom to express their views and make suggestions (Achola, 2011). Interview schedules allowed the researcher to obtain information that could not be directly observed.

Data Collection Procedures: Data collection procedure began after the proposal had been accepted by the university supervisors. An introductory letter was acquired from the Board of Post Graduate Studies of Moi University. Permission to collect data was sought from the National Council of Science and Technology. Ethical issues were considered. This included privacy of possible and actual participants, voluntary nature of participation and maintenance of confidentiality of data provided. Anonymity was ensured by not using real names of participants, for example deputy principal interview, (7th September 2018). Questionnaires were issued to sampled teachers while interviews were held with deputy principals and the responses tape recorded.

Data Analysis: Data was analyzed quantitatively and qualitatively.

Quantitative Data Analysis: Quantitative data analysis involved the use of descriptive and inferential statistics with the aid of Statistical Package for Social Sciences version 20. Data on influence of behavior modification techniques on students' behaviors was analyzed through the use of descriptive statistics. The data was then presented on frequencies, tables and percentages.

Qualitative Data Analysis: Qualitative data from interviews were analyzed using thematic analysis. The current research followed the principles of thematic analysis according to (Braun and Clarke, 2006). Thematic analysis is not grounded in any particular theoretical and epistemological framework and can therefore, be applied across a wide range of qualitative research approaches, making it flexible (Braun and Clarke, 2006).

FINDINGS AND DISCUSSION

In order to establish influence of behavior modification techniques on students' behaviors, the respondents were asked to rate on the likertscale on the awareness of behavior modification techniques used in secondary schools to manage students' behaviors.

Table 4.1. Teachers' response on Behavior modification techniques used on students' behaviors: The study sought to find out what behavior modification techniques used by teachers and deputy principals in Bureti Sub County Public Secondary schools to deal with students behaviors. The results were as shown on table 4.1. Table 4.1 shows that (55.3%) of respondents are in agreement that shaping techniques influencing students behaviors. The present study agreed with Ogoamka (2016) who used shaping techniques in handling lateness among secondary school students in Nigeria. The study found out that shaping was effective in handling lateness in schools. However, the present study added literature by looking at influence of shaping techniques on students' bullying, drug abuse and exam cheating behaviors. Further, the results findings from table 4.1 shows that (58.9%) of the respondents agreed that shaping through token economy influenced students behaviors. This concurs with Aloka, *et al.* (2016) who considered positive reinforcement instrumental in modification of student behaviors. The study was done at Bondo Sub County on alternative corrective measures used in managing students' behavior problems in secondary schools. They found that Students who were rewarded for good conduct sustained acceptable behavior. Therefore, the present study filled the literature gap in a research done at Bureti Sub County Secondary schools on influence of behavior modification techniques on students' behaviors bullying, drug abuse and exam cheating. The results on table 4.1 shows that (46.7%) of the respondents were in agreement that shaping through praise influence students behaviors. The present study agreed with Bickford (2012) in America who found that praise was effective in managing students' disruptive behavior.

The deputy principals said thus;

Behavior modification used in secondary schools includes; shaping, token economy, praise, suspension, expulsion, manual work, G&C and time out. We use guidance and counseling department for most of behavior modification techniques because they are well placed for these. (Deputy Principal 14th July 2018).

Table 4.1. Teachers' response on behavior modification techniques used on students' behaviors

Statements	SA	%	A	%	U	%	D	%	SD	%
Stating the target behavior to students before teaching is a way of guiding development of new behavior.	72	40	100	55.6	5	2.8	2	1.1	1	0.6
Reducing a complex skill (behavior) into smaller achievable steps as way of aiding the learning of new behavior is effective way of teaching behavior.	45	25	110	61.1	18	10	7	3.9	-	-
Positively reinforcing students when they mastered the initial step progressively assist in teaching new behavior gradually.	77	42.8	87	48.3	12	6.7	4	2.2	-	-
Rewarding students every time they progress towards the target behavior is effective technique to teach students new behavior.	55	30.6	106	58.9	8	4.4	10	5.6	1	0.6
Praising the students for learning acceptable behavior is effective technique used to train students to learn behavior.	70	38.9	84	46.7	15	8.3	9	5	2	1.1

Table 4.2: Teachers' response on influence of shaping techniques on students' drug abuse

Statements	SA	%	A	%	U	%	D	%	SD	%
Positively reinforcing any slight instances of stopping abuse of drugs is effective in initiating stoppage process.	52	28.9	106	58.9	13	7.2	2	1.1	7	3.9
Breaking ways of managing drug abuse into small steps and teaching step by step is a way of stopping students' drug abuse in schools.	43	23.9	105	58.3	24	13.3	4	2.2	4	2.2
Positively reinforcing students who abuse drugs when they complete the first step of abstinence is effective in eradicating drug abuse.	53	29.4	88	48.9	25	13.9	1	6.7	2	1.1
Rewarding instances where students stop abusing drugs along all the steps until they stop taking drugs completely is effective method of dealing with drug abuse.	46	25.6	88	48.9	35	19.4	1	5.6	1	0.6
Praising instances where students stop abuse of drugs along all the steps until they stop completely is effective method of dealing with drug abuse.	38	21.1	92	51.1	26	14.4	1	8.3	9	5

Table 4.3. Teachers' response on influence of shaping techniques on students' bullying behaviors

Statement	SA	%	A	%	U	%	D	%	SD	%
If students with bullying behavior are taught how to handle others with respect they respond positively.	49	27.2	92	51.1	31	17.2	8	4.4	-	-
We need not wait for student with bullying behavior to change immediately; instead any small direction toward non bullying behavior is reinforced.	35	19.6	105	58.3	24	13.3	14	7.8	2	1.1
If students with bullying behaviors receive reinforcement towards non bullying behaviors over time they will have appropriate behaviors.	28	15.6	89	49.4	50	27.8	10	5.6	3	5.6
If posters on expected behaviors are displayed they assist in reducing bullying in schools.	38	21.1	80	44.4	36	20	21	11.7	5	2.8
When students with bullying behaviors are positively praised for their respectful interaction with others they will display appropriate behaviors.	29	16.1	89	49.4	41	22.8	20	11.1	1	0.6

Table 4.4. Teachers' response on influence of shaping techniques on students' exam cheating behaviors

Statement	SA	%	A	%	U	%	D	%	SD	%
Breaking an exam into sections and teaching the concepts first before administering it reduce cheating.	51	28.3	82	45.6	20	11.1	24	13	3	1.7
Introducing simpler exams for weak students and reinforcing correct responses as one progress to standard exams removes cheating	40	22.2	81	45	32	17.8	18	10	9	5
If many exams that are not punitive but related to national exams are done by candidates fear of failing in exams is eliminated.	30	16.7	90	50	42	23.3	15	8.3	3	1.7
Rewarding students when they honestly answer exams questions without necessary being the best remove cheating in exams.	50	27.8	84	46.7	32	17.8	10	5.6	4	2.2
Rewarding weak students for slight improvement as they progress step by step remove cheating in exams in schools.	56	31.1	87	48.3	26	14.4	9	5	2	1.1

Source	sum of squares	df	Mean square	Sig.
Behavior modification	5.971	4	1.493	0.18

Source	sum of squares	df	Mean squares	Sig.
Behavior modification	8.112	4	2.028	0.003

From the deputy principals' report it is clear that although most of the teachers agreed on being aware of influence of shaping, token economy and praise techniques on students' behaviors. They rarely used them. These techniques are mostly left on the hands of Guidance and Counseling department.

Response on the use of shaping techniques to deal with students' behaviors: The second objective was to find out influence of shaping techniques used by teachers and deputy principals on students' drug abuse, bullying and exam cheating. Table 4.2 shows that on average (53.3%) of the respondents in Bureti Sub County public secondary schools were in agreement that shaping techniques influence students' drug abuse. While on average (4.78%) were of the opinion that shaping techniques had no influence on secondary students' drug abuse. It emerged from the study findings that teachers in Bureti Sub County secondary schools were of the opinion that shaping techniques influence students' drug abuse. This implied that shaping techniques have ability to curb drug abuse. This finding agreed with operant conditioning theory by B.F. Skinner. The theory states that reinforcement of initial behaviors that approximates the target behavior was effective way of learning acceptable behavior (Skinner, 1938). This was reinforced by research of Lamb, et al (2004) who suggested that shaping might be used to set intermediate criteria for incentive delivery between the present behavior and total abstinence and this make it effective for hard to treat smokers. Thus, by reinforcing reduced smoking or shorter periods of abstinence, the longer periods of abstinence typically is reinforced. Reinforcing these smaller units increases the frequencies and builds the larger units by which success is measured. Teachers in Bureti Sub County secondary schools should be guided by this principle and make sure that reinforcement received by their students was towards abstinence from drugs. The responses from teachers agreed with the interview from the deputy principals. They had a common idea where majority suggested that:

Drug abusers should be assisted to get out of drugs. Cases of drug abuse in secondary schools are handle by the deputy principal with the help of school counselors. When they are trained on how to get out of drugs and their behavior monitored closely and positively reinforced as they gradually get out of drugs they would eventually stop abusing drugs. Although we mostly leave this to G & C department (deputy principal personal interviews, 5th September 2018)

Orodho and Cheruiyot (2015) revealed that at Bureti Sub County public secondary schools majority of practicing G&C teachers did not possess relevant professional training and qualifications to deliver. Therefore, it was clear that Bureti Sub County public Secondary schools have left students' with drug abuse unattended. This was despite teachers' understanding of influence of shaping techniques on students' drug abuse. There was also a clear lack of implementation of shaping techniques among deputy principals and teachers. Teachers in Bureti Sub County public secondary schools were in agreement that shaping can eradicate students' drug abuse. Table 4.3 shows on average (50.5%) of teachers' response were on agreement that shaping techniques influence students' bullying behaviors. While (6.12%) were of the opinion that shaping techniques do not influence students' bullying behaviors. The present study agreed with Gulbrod (2014) who did a study on shaping techniques with percentile schedule to increase the duration of sustained interaction following a Bid for Joint Attention in

children with Autism. In the study when shaping was applied as reinforcement all three participants showed gradual improvement. However, the present was based on secondary schools students with bullying behaviors. Therefore, the study added literature on influence of shaping techniques on bullying behaviors. Through one interview from deputy principal who said the experience with bullying thus;

I had once had a form four student who bullied a form one by denying her access to a bed at night. When I reached the dormitory I found another student who had decided to to accommodate the said form one. What I did was to recognize and praise the behavior of the student who had assisted while ignoring bullying behavior. After a day the student who was bullying others decided to stop the behavior and accommodate the form one. I went and recognize the positive behaviors and the student became friendly with the rest of students. (deputy principal interview, 7th September 2018)

From this interview majority of the deputy principals were of the opinion that bullies in schools do so because they are in need of recognition. If they are reprimanded instead of guided towards appropriate behaviors they would not learn appropriate behaviors. Table 4.4 shows that (47.12%) from the respondents agreed that shaping techniques influence students' exam cheating behaviors. While (8.3%) were of the opinion that shaping techniques do not influence students' exam cheating behaviors. Through the interview from the deputy principal this is what one them said;

I once had student who used to cheat in exams because of attaining below average in my subject and other subjects in schools. Teachers had complained about the said student for sometimes. I decided to break concepts in my subject and taught the student before administering the exams. The student did the exam and had average mark. I recognize the slight improvement and the honest behavior this build confidence on the student and cheating behavior was eradicated. (deputy principal interview 10th September 2018) .

Majority the deputy principal were of the opinion that cheating in exams could be eradicated by use of shaping students towards honest behaviors. The findings agree with Vargo 111(2013) a study of effects of behavior modification programs on the behavior of High school students at Baltimore area. The study used rewards to change academic performance. The study suggested that high school students do not need punishment to change inappropriate behaviors but positive reinforcement with training on expected behaviors be used. The present study added literature in the findings that shaping techniques influence students' exam cheating. In Bureti Sub County public secondary schools recorded cases of cheating stands at five to eight cases reported annually (Bureti Education Sub County Office, 2016). This agree with Wanzala, et al. (2016) who reported that second term in secondary schools in Kenya is faced with myriads cases of indiscipline as candidates fears mock exams(Daily Nation 28th June 2016). Further, a study by Nyamwange, et al. (2013) carried out in Kisii county found out that cheating was still rampant in secondary in Kenya because of inadequate preparation, performance pressure and anxiety. Therefore, the present study presented solution to fear towards exams, anxiety; inadequate preparation. Since shaping techniques through successive approximation would prepare students to feel comfortable in doing exams.

When students are inadequately prepared, they cheat because they have phobia which could be treated by shaping as Ricciardi, et al (2006) used shaping procedures to treat specific phobia exhibited by a child with autism. Therefore, the fear of exams could be eradicated through shaping techniques.

Hypotheses test: The hypotheses were tested at 0.05 level of significance using ANOVA. The result produced indicated the degree of freedom and the P-value. There is no significant difference between the mean ratings of behavior modification techniques and professional qualification of respondents on students behaviors. The tests of within-subject effects started by using Mauchly's Test of Sphericity which showed that Mauchly's test of Sphericity had not been violated with chi-square =19.147, df=9, p>0.0005. Therefore ANOVA table results was analyzed using Sphericity Assumed. In the ANOVA sphericity Assumed showed that there is significant differences at p-value =0.18.

Decision rule: Thus the null hypothesis was rejected. This means that there was significant difference between academic qualification and behavior modification on students' behaviors. There is no significant difference between the mean ratings of behavior modification techniques and teaching experiences of the respondents on students behaviors. The test started by used of Mauchly's test of sphericity had not been violated with chi-square =18.583, df=9, p>0.0005. Therefore anova table results was analyzed using sphericity Assumed. Sphericity Assumed shows that there is significant difference at p-value=0.003.

Decision rule: Thus the null hypothesis is rejected. This means that there is significant difference at p-value=0.003. This further shows that is significant differences between experience and behavior modification.

Conclusion and Recommendation

Basing on the research objectives, the study found out that Teachers and deputy principals of Bureti Sub County Public secondary schools were in agreement that behavior modification commonly used to influence students' behaviors were shaping techniques 55.3%, token economy technique 58.9% and praise techniques 46.7%. Teachers should be encouraged to use behavior modification techniques in schools since they are positively guiding students. Further, the study found that (53.3%) of the respondents in Bureti Sub County public secondary schools were in agreement that shaping techniques influence students' drug abuse (47.12%) from the respondents agreed that shaping techniques influence students' exam cheating behaviors and (50.5%) of teachers' response were on agreement that shaping techniques influence students' bullying behaviors. Deputy Principals gave suspension, expulsion, manual work, Guidance and Counseling and time out as additional behavior modification methods to manage students' behaviors. There was a deliberate attempt to push cases of bullying, drug abuse and exam cheating to Guidance and Counseling department. This means that majority of the teachers lacked appropriate skills to implement behavior modification techniques a situation that may push them to use corporal punishment which is against the Ministry of Education.

Recommendation

- The Ministry of Education Science and Technology should organize Workshops and seminars to equip teachers with more knowledge on use behavior

modification techniques especially shaping techniques that use positive reinforcement.

- There is need for teachers to embrace shaping techniques in dealing with students' drug abuse, bullying and exam cheating behaviors. The principals should provide materials on the use of shaping techniques to manage students' bullying, drug abuse and exam cheating behaviors within their schools.

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