



ABSTRACT

The study investigated effect of Cognitive Behaviour Modification Counselling Technique (CBMCT) on classroom disruptive behaviour among senior secondary school students in Nassarawa Education Zone, Kano State. The population of the study consists of 156 students which were selected from two different schools using Disruptive Behaviour Checklist (DBC). Quasi Experimental research design was used. Purposeful

EFFECT OF COGNITIVE BEHAVIOUR MODIFICATION COUNSELLING TECHNIQUE (CBMCT) ON CLASSROOM DISRUPTIVE BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN NASSARAWA EDUCATION ZONE, KANO STATE.

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INTRODUCTION

The high rate of indiscipline among senior secondary school students in Nassarawa Educational Zone, Kano State is alarming despite the efforts that have been making by scholars and teachers to maintain law and order in the schools. One of the behaviours displayed by these students is disruptive behaviour; behaviour that has been giving all the stakeholders sleepiness night having realized it is always on the increase side. Disruptive behaviour is an unwanted behaviour of student that interferes with the teaching process and also a behaviour which appears problematic to teachers and parents. Disruptive behaviour affects the classroom environment, the student himself, the teachers and the Society at large. The continuous occurrence of disruptive behavior among secondary school student has been a major concern to educators, teachers, and parents. Disruptive behaviour has been a prominent issue everywhere; in Nigeria it is the basic challenge to educational development. Classroom teachers get bored during lessons when students display this behaviour.



sampling technique was used to choose 60 subjects from the population of the study. The instruments used were Disruptive Behaviour Checklist and Cognitive Behaviour Modification Counselling Therapy. The two instruments underwent validity and reliability processes which were done by experts from Bayero University Kano, Faculty of Education, and Department of Counselling. The reliability coefficients of DBC and CBMCT were 0.76 and 0.74 respectively. The statistical tool used to analyse the data was t-test for independent sample. The finding showed that there was significant effect of cognitive Behaviour Modification Counselling Technique on classroom disruptive behaviour among senior secondary school students in Nassarawa Zonal Education, Kano State. Also, gender difference was not a significant factor on the effectiveness of the techniques in re-addressing classroom disruptive behaviour among senior secondary school students in Nassarawa Educational Zone, Kano State. It was recommended that CBMCT should be used in reducing classroom disruptive behaviour among senior secondary school students in Nassarawa Education Zone Kano State, CBMCT should be employed by school counselors in tackling classroom disruptive behaviour.

Keyword: Behaviour, Cognitive, Disruptive, Counselling, Modification.

Student disruptive behaviour is detrimental to the school because it interferes with the teaching and learning processes, inhibits the ability of instructors to teach effectively and on the part of the disruptive student, it causes future placement to be very difficult and it may consequently result to total control of future career. Classrooms with frequent disruptive behaviours have less academic engaged time, students tend to have lower grades and perform poorer on test, this may result into repeating of class or probation, and in some cases total withdrawal from school by their parent or school administrator. Students that are extremely disruptive in class have the highest chance of engaging in alcohol, school dropout, addiction, physical aggression\violent aggression etc. A study carried out in Owerri South East of Nigeria discuss on the prevalence and factors influencing antisocial behaviours among secondary school students reported that antisocial behaviours were significantly associated with gender, religion, parent's economic status and parenting style particularly autocratic and permissive parenting (Nwankwo, 2000). Race, neighborhood, parental education, income and occupation have been found to be associated with anti-social behaviour, particularly in its more severe form (Elliot & Menard, 1996). Uneducated parents working in unskilled occupation were found to be significantly less effective in discipline, monitoring, problem solving, positive



reinforcement and involvement (Patterson & Larzelere, 1990). Negative peer influence was found to be the major factor responsible for the high prevalence of antisocial behaviour among the sampled adolescents (Nwankwo., 2000) A cross-sectional study carried out among 572 pupils from six schools selected randomly in Uyo, Nigeria reported behavioural problems to be more common among students in government schools compared to those from private schools (Akpan, Ojinnaka, Ekanem, 2010). Parents from high socio-economic class are more likely to afford private schooling for their wards (Akpan, Ojinnaka & Ekanem, 2010). Nwankwo (2000) found that there is a high rate of lateness to school, rudeness and disrespect and disruption of class lessons by students in senior secondary classes in Kano state and that male student in senior secondary classes showed a higher percentage of disruptive antisocial behaviours. This negative attitude can not only affect the school but the society. Disruptive behaviour is associated with poor academic achievement, drug and early school leaving. (Gu,Lai &Ye 2011). High level of disruptive behaviour was found in a fourth-grade classroom of 17 learners in research by Guardino and Fullerton (2010). Public Agenda (2004) found that behaviour problems were more serious in schools with a large population of learners from a disadvantaged background. Several efforts were made by the researchers and teachers on handling the problem among students this include suspensions and other measures within the school and outside the school but the problem still persists in the school, In Nigeria, disruptive behaviour has been tackled in different ways; the use of punishment, timeout technique, modeling technique and behaviour modification technique has been long over used this is the reasons why the researcher chose to examine the effect of Cognitive Behaviour Modification Technique can have on disruptive behaviour of student.

The main goal of CBMCT (Cognitive Behaviour Modification Counselling Therapy) is that it change one's negative self-talks to a positive self-talks. This approach focuses on how individual can regulate and control their self behaviours are viewed as outcomes of our own self verbalizations. Hence by changing our self-talk we can change our behaviour. Cognitive behaviour modification changes maladaptive behaviour to an adaptive one. Cognitive behaviour modification in the classroom seeks to build student on how to control their thoughts and feelings. Disruptive student can continuously use this approach not only in the classroom but outside the classroom. Student can apply the self-instructional rules to their daily behaviour. The goal of cognitive behaviour modification is to modify the student disruptive behaviour through a process of self-instructional training. CBMCT can be very effective when use in the classroom, because students can be conscious of their behaviour knowing what is to say or behave and what they need to do to change their undesirable behaviour. Cognitive behaviour modification counselling technique is a technique of cognitive behavior therapy that focus on Self-Instructional



Training (SIT), CBMCT (Cognitive Behaviour Modification Counselling Therapy) tries to identify dysfunctional self-talk in order to change unwanted behaviour to a desirable one. CBM refers to techniques that provide individuals with necessary tools to control their own behaviour. Therefore, CBMCT is seen as a Self-Instructional Therapy which focuses on changing behaviour through Client's Self-Verbalizations or Self-Statements as a prerequisite to behaviour change. Self-Instructional Training put emphasis on the work of Bandura's cognitive modeling; He integrated the work of Soviet psychologists Vygotsky and Luria and the operant conditioning principle which clearly reflects Meichenbaum behavioural background. Self-Instructional Therapy is a form of cognitive restructuring which focus on training client to modify the instructions they give to themselves. Meichenbaum approach is "grounded on the assumption that what people say to themselves directly influences the things they do. The rule of inner speech is given primarily importance. Corey (1986) opined that CBM change student not only their behaviour but their thinking, it further addresses not only the maladaptive behaviour, but also the maladaptive cognitions in a way of developing one's understanding of what needs to be done to succeed at a task and to simultaneously pay attention to what they are doing. Cognitive behaviour modification should be used to help students to recognize destructive or harmful thought patterns or behaviour, and then replace them with helpful or constructive thoughts and behaviours. The self-regulation of behaviour is accomplished by providing individuals with a cognitive framework to address a myriad of self-control, academic and interpersonal problems (Meichenbaum & Burland, 1979). Cognitive Behaviour Modification aims to teach students how to observe their behaviour, pace, or performance, and to appropriately self-reinforcement. As such, it emphasizes modifying thinking as a means of changing feelings and behaviour. Teachers need to activate the child's cognitive processes using a behaviour change system to alter his/her thinking as well as his behaviour. Students can benefit from Self- instructions by following the steps coached by oneself in a given activity or assignment. Teaching students to use self-instructions requires the teacher to model self-statements to direct behaviour within a specific activity. Modeling of self-instruction can be easily incorporated throughout the day in all content areas. Students with behavioural problems benefit from writing a list of specific self-instruction Researchers have used cognitive behaviour modification (CBM) as one method for mediating behavioural excesses and deficits. CBM is a common remedial approach used in behaviour therapy to modify various classes of disorders such as anxiety, fears, phobias, aggression, and disorders of conduct. Meichenbaum (1977) says that "behaviour modification happens by consequence of medium process which involves interaction of interior telling, cognitive structures and behaviours and outputs of them.



Change in behaviour occurs through a sequence of mediating processes involving interaction of inner statement, cognitive structures, and behaviours and their result outcomes. Meichenbeum list three steps in the process of behavioural change under self-instructional training. They are:

Step 1: Self-scrutiny. In step one of changing process, student learn how to observe their behaviour. When they start treatment, their internal dialogs are specified by negative apparitions and self-telling. The main factor is their desire to listening to themselves. This process, involves extra sensibility according to thinking, emotions, actions, physiological reactions and the methods of reacting to others.

Step 2: Starting new internal dialog. In consequently to student - teacher relation, student learns how to pay attention to their discordant behaviour and find occasions for choosing compatible behaviour. If student want to change, whatever they say to themselves must execute a new series of behaviours, a series which is adverse with their discordant behaviour. Student learns to change their self-telling by treatment. Their new internal dialog has a guide duty for new behaviour. This process influences on student's cognitive structures.

Step3: learning new skills. In third step of changing process, the student learns skills for challenging more effectiveness which is performed in situations of real life. Student yet continues their centralization on telling new sentences and recognizing and evaluating events. When they act in situations differently, usually others react to them differently. The strength of whatever they learn strongly is affected by whatever they say to themselves about new learned behaviour.

Statement of the Problem

The problem of this study is as a result of rate of indiscipline among the senior secondary school students in Nassarawa Educational Zone, Kano State. The high level of indiscipline has been a major concern to the stakeholders despite the efforts made by a number of researchers in order to ensure that the students are well disciplined (Levin & Nolan, 1996). More so, this high rate of indiscipline has been contributing to the students' poor academic performance on a yearly basis. The researchers' opinion as far as this indiscipline is concerned could be caused by emergence of disruptive behaviour among the students. Disruptive behaviour is an unwanted behaviour of student that interferes with the teaching and learning processes and also a behaviour which appears problematic to teachers and this behaviour can affect the classroom environment, the student themselves, the teachers and the Society at large. Little (2003) opined that classrooms with frequent disruptive behaviours have less academic engaged time, students tend to have lower grades and perform poorer on any kind of test, this may result into repeating



of class or probation, and in some cases total withdrawal from school by their parent or school administrator. Disruptive behaviours that are mostly common among SS2 students of senior secondary schools in Nassarawa Educational Zone are noise making, inattentiveness, threat to the teacher, failing to respect the right of other students, aggressive behaviour. It is in view of this that the researchers embarked on this research with the aim of bringing lasting solution to this high level of indiscipline among the students with the aim of increasing teaching and learning process which in turn will enhance students' academic performance and also allow coexistence relationship among the students and teachers.

Objectives of the Study

The objectives of this study are:

1. To find out effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary Students, in Nassarawa Education Zone, Kano State.
2. To find out if there is gender difference in effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary School Students in Nassarawa Education Zone, Kano State.

Research Questions

The following research questions were formulated:

1. What is the effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary Students, in Nassarawa Education Zone, Kano state?
2. Is there gender difference in effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary School Students in Nassarawa Education Zone, Kano State?

Research Hypotheses

1. There is no significant effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary Students, in Nassarawa Education Zone, Kano state.
2. There is no significant gender difference in Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary School Students in Nassarawa Education Zone, Kano State.



Methodology

Research Design

The research design that was employed in this study was Quasi experimental design; inform of pretest, posttest design. The choice of the design was because the study met the conditions for quasi experimental design, which are lack of true experiment, homogeneity of variables and the use of treatments - cognitive behaviour modification technique. Participants were exposed to the same instrument- Disruptive Behaviour Checklist (DBC) before and after treatment. Purposive sampling technique was used to select the subjects. The total number of the population comprises of one hundred and fifty six (156) SSII students. These students were from two public senior secondary schools and were identified with symptoms of disruptive behaviour in the classroom. Fagge Local Government and Nassarawa Local Government were used to represent the Nassarawa Educational Zone and samples selected were 60 students. The students were selected based on their scores from the Disruptive Behaviour Checklist (DBC).

Instruments

The checklist termed Disruptive Behaviour Checklist (DBC) and Cognitive Behaviour Modification Counselling Therapy (CBMCT) which were developed by the researchers were used. The checklist was divided into two sections, The first section required demographic information and the second section consist of (25) items of disruptive behaviour such as noise making, inattentiveness, aggressive behaviour in class .The rating of DBC was based on likert four-point scale- Strongly Agree = 4points, Agree = 3 points, Disagree = 2 points and Strongly Disagree = 1 point . The minimum score was $1 \times 25 = 25$ while maximum score was $4 \times 25 = 100$. The lowest response in the scale is one multiplied by the total number of items in section B (total 25i.e 1×25). The highest response is four multiplied by the total number of items in section B (which total 100 i.e 4×25). $(100 - 25 = 75)$ 75 were divided by 2 ($75 / 2 = 37.5$) approximately to 38. Technically, the cut off mark is (38) the scoring pattern of section B has the following pattern: 1-37 (Acceptable Classroom Disruptive Behaviour) 38-60 (Evidence of Classroom Disruptive Behaviour) 61-80 (High evidence of Classroom Disruptive Behaviour). Face and content validity of DBC was established by psychometric experts from Bayero University Kano, Faculty of Education, Counselling Department. In establishing content validity, experts and target group's recommendations were adopted on grammar, using appropriate and correct words, applying correct and proper order of words in items and appropriate scoring. The instruments were pilot tested in Magwan Senior Secondary School which was not in the target schools, inform of test retest method. Twenty (20) students were given the Instrument to respond. The same Instruments were re-administered to the same students



after two weeks. The data obtained was analyzed using Pearson Product Moment Correlation (PPMC) and the indexes of the two instruments; DBC and CBMCT after running PPMC test were 0.76 and 0.74 respectively.

Procedure for Data Collection

This phase was done between the researcher and the students, the researcher explained to the student the purpose of the study, and what to do with the checklist. Teachers Nomination Scale was first used to guide teachers in selecting disruptive students. Researchers and the research assistants administered the Disruptive Behaviour Checklist on the students. After the administration of the instrument, researcher scored the instrument and from there selected students with disruptive behaviour through their scores.

Treatment phase

In this phase there was a treatment session that was held between the researchers and disruptive students which were identified from the sampled schools in Nassarawa Educational Zone Kano State. Cognitive Behaviour Modification Counselling Technique was used for intervention on classroom disruptive students. The session lasted for about 30 minutes. The treatment was given twice a week (Wednesday and Thursday) for six weeks consecutively; Wednesday was use for the boys' school while Thursday was used for the girls' school.

Posttest phase

The treatments were evaluated by re-administering the CBMT on the participants to determine the effect of the treatment. The results of the pre-test and that of the post-test were compared for differences. The extent of the difference in the disruptive symptoms mean scores determines the significant effect of the treatment given during interventions. The less the disruptive symptoms mean scores, the effectiveness of the treatment.

3.7 Data Analysis

One sample t-test was used to test the first hypotheses and it was used to examine relationship between variables using t-test to compare the means of the two groups on the dependent variables.



Presentation of Results

Hypotheses Testing

This section test research hypotheses by t-test. Two hypotheses were raised and tested at 0.05 level of significance where one sample t-test was used to test the first hypothesis, t-test for independent sample for the second hypothesis.

Hypothesis One: There is no significant effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary Students, in Nassarawa Education Zone, Kano state.

Table 1: One Sample t-test Statistics on the effect of Cognitive Behaviour Modification Counselling Technique for the pretest and posttest mean scores on Classroom Disruptive Behaviour.

| Groups | N | Mean | Std .Dev | t-cal | Df | Sig(p) |
|-----------|----|-------|----------|--------|----|--------|
| Pre test | 60 | 66.30 | 14.3164 | 35.872 | | |
| Post test | | 32.13 | 8.1873 | 30.401 | 59 | 0.000 |

Sig. at P-value $.000 \leq 0.05$

Table 1 showed the pretest mean scores 66.30 and standard deviation of 14.3164 are higher than the posttest mean scores of 32.13 and standard deviation of 8.1873. This indicated CBMCT has effect on classroom disruptive behavior among senior secondary school students in Nassarawa educational zone Kano state. This is because the lower the mean indicate the effectiveness of the treatment given.

The t-calculated value for posttest is 30.401 with p-value of 0.000 tested at level of significance of 0.05 and degree of freedom 59. The p-value .000 is less than 0.05 level of significance. This means that the null hypothesis one which stated that there is no significance effect of CBMCT on classroom disruptive behaviour among senior school students in Nassarawa Educational Zone, Kano State is rejected. Technically, the CBMCT technique is effective in reducing classroom disruptive behaviour of students in Nassarawa Education Zone.

Hypothesis Two: There is no significant effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary School Students in Nassarawa Education Zone, Kano state, do not significantly vary according to gender.



Table 2: t-test differences between Male and Female Mean Scores of Classroom Disruptive Behaviour

| | Gender | N | Mean | Std .Dev | t-cal | Df | P-Value (2-tailed) |
|-------------------------|--------|----|-------|----------|-------|----|-----------------------|
| Post-test Scores | Male | 31 | 33.22 | 9.10571 | 1.070 | 58 | 0.152 |
| | Female | 29 | 30.96 | 7.04822 | | | |

NS at P-value 0.152 \geq 0.00

Table 2 above shows the post-test mean scores of the subjects based on gender. (31)Thirty one male students were representing (33.22) mean score and standard deviation of (9.10571) while that of (29) twenty nine female students is (30.96) and the standard deviation is (7.04822). Therefore, the difference in the mean score of male and female respondents is not statistically significant. The t-value is 1.070 and p-value 0 .152 with degree of freedom .58, therefore it shows that the P-value 0.152 is greater than 0.05 level of significance, Hence the null hypothesis which states that The effect of Cognitive Behaviour Modification Counselling Technique on Classroom Disruptive Behaviour among Senior Secondary School Students in Nassarawa Education Zone, Kano state, do not significantly vary according to gender is accepted, this implies that no significant difference was observed between male and female students exposed to CBMCT.

Discussion

Hypothesis one aimed at finding out if cognitive Behaviour Modification Counseling Technique can be used to reduce classroom disruptive behaviour of students. It was found that significant difference exists between the pre-test and post-test mean scores. This showed that CBMCT can bring about improvement in the reduction of disruptive behaviour of students. By this, the first hypothesis which states that there is no significant effect of cognitive behaviour modification counselling technique on classroom disruptive behaviour among senior secondary school students was rejected. Furthermore, the effectiveness of the CBMCT on classroom disruptive behaviour is seen in the mean scores as there is a great difference between the pretest and posttest score. Cognitive Behaviour Modification Counselling Technique can be used to address students with disruptive behaviour. This finding is in agreement with the work of Nwanuo (2012) in a study with primary four pupils in Owerri, used Cognitive modeling to reduce impulsive behaviour. The finding is also in conformity with that of Kelly (2010) who uses cognitive behaviour modification intervention on students with behavioural disabilities. The study of Kelly shows that CBM can be used with students with behavioural disabilities. From the above reviews it can be noted that the intervention of CBMCT has been long in use to addresses



challenging behaviours in school which turns out to be successful, thus the finding of this study is not an exception to that.

Hypothesis two aimed at finding out if significant differences vary according to gender or not. It was found that there was no significant gender difference in the effectiveness of CBMCT on reducing classroom disruptive behaviour. Therefore CBMCT can be used for both male and female students who exhibit symptoms of classroom disruptive behaviour, consequently following the fact that different does not exist the hypothesis has been retained.

The finding of hypotheses 2 of this study was based on gender difference and it was found that there were no significant gender differences in the effect of modeling and timeout technique on classroom disruptive behaviour. The study was in agreement with the study of Anyebe (2016) and he further clarifies that the reason for this could be attributed to environmental factor. Since the students were not separated by gender in the classroom arrangement, they faced the same classroom conditions, teacher's teaching methods.

Conclusion

The finding showed that there is effect of cognitive Behaviour Modification Counselling Technique on classroom disruptive behaviour among senior secondary school students in Nassarawa Zonal education, Kano State. Also, it can be concluded from the findings that gender difference was not a significant factor on the effectiveness of the techniques in re-addressing classroom disruptive behaviour among senior secondary school students in Nassarawa Educational Zone, Kano State.

Recommendations

1. Since CBMCT was found to be effective in reducing classroom disruptive behaviour among senior secondary school students in Nassarawa Education Zone Kano State. Hence, CBMCT should be employed by school counselors in tackling classroom disruptive behaviour.
2. Since the effect of CBMCT on classroom disruptive behaviour does not significantly vary according to gender, school counselors, should apply the technique of CBMCT to treat students with disruptive behaviour irrespective of their gender.

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