

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

By

NICHOLAS LANGAT

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF**

MOI UNIVERSITY

2021

DECLARATION**Declaration by the Candidate.**

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

Sign: _____

Date: _____

NICHOLAS LANGAT**EDU /PGP/1003/12****Declaration by the Supervisors**

This thesis has been submitted for examination with our approval as university supervisors.

Sign: _____

Date: _____

DR. JOHN KIPRUTO**Senior Lecturer**

Educational Psychology Department,

School of education,

Moi University Eldoret Kenya.

Sign: _____

Date: _____

DR.RICHARD OKERO**Lecturer**

Educational Psychology Department,

School of Education,

Moi University, Eldoret, Kenya.

DEDICATION

This thesis was dedicated to my parents, my wife Winny Langat and two daughters Gloria and Victoria for their unwavering support throughout the research period.

ACKNOWLEDGEMENTS

I would like to thank almighty God for giving me life and supporting me in pursuing my dreams to further my education. Secondly, my supervisor Dr. John Kipruto for the patience and understanding that he has graced me with during my graduate school experience. Thanks go to my supervisor Dr. Richard Okero for sharing his research experience none relenting pushing me and calling to check my progress. I would especially like to thank Dr. Ngeno for his assistance.

ABSTRACT

Students' indiscipline behaviors in secondary schools are bullying, drug abuse and exam cheating. These behaviors not only affect the students' health issues but also performance and reduce teacher directed instructional time. The study was guided by four objectives; to determine behavior modification techniques used by teachers and deputy principals in dealing with students behaviours in Bureti sub county secondary schools, to find out shaping techniques used by secondary schools teachers and deputy principals in Bureti Sub County to deal with students' behavior, to determine token economy techniques employed by teachers and deputy principals in Bureti Sub County secondary schools to deal with students' behavior, to establish utilization of praise techniques by secondary schools teachers and deputy principals in Bureti sub-county on student's behavior. The research 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 that had both quantitative and qualitative 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. To determine reliability of the instruments Pearson product correlation coefficient(R) of 0.85 was used. Validity of the instruments was ascertained by pilot testing the questionnaire and also by seeking expert judgment from two university supervisors. Data analysis was carried out using means, standard deviation and ANOVA at 5% level of significance. The study used both descriptive and inferential statistics. The output was presented on tables, percentages and line graphs. Qualitative data was analyzed using thematic framework. The study findings revealed that shaping techniques, token and praise influence students' behaviors. The study further revealed that shaping was behavior modification technique often used by teachers to change drug abuse followed by praise and token economy. For bullying, teacher preferred token economy followed by shaping and praise. To control exam cheating behaviors teachers used praise followed by shaping and token economy. The null hypothesis was accepted that there was significant difference between experience and behavior modification techniques and second hypothesis was rejected that there was significant difference between academic qualification and behavior modification techniques. The study is significant in building on existing knowledge about students' management. It was recommended that MOE should organize workshops and seminars to equip teachers with behavior modification techniques shaping, token economy and praise that employ positive reinforcement as alternative to corporal punishment.

ABBREVIATIONS AND ACRONYMS

| | | |
|-------|---|----------------------------|
| CO | - | Carbon Dioxide. |
| G&C | - | Guidance and Counseling |
| HTT | - | Hard to Treat |
| M.O.E | - | Ministry of Education. |
| PBS | - | Positive Behavior Support. |

TABLE OF CONTENTS

| | |
|--|-----------|
| DECLARATION | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENTS | iv |
| ABSTRACT | v |
| ABBREVIATIONS AND ACRONYMS | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| CHAPTER ONE | 1 |
| 1.0 Introduction | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 7 |
| 1.3 Purpose of the Study | 8 |
| 1.4 Objectives of the Study | 8 |
| 1.5 Research Questions | 9 |
| 1.6 Hypotheses | 10 |
| 1.7 Justification of the Study | 10 |
| 1.8 Assumption of the Study | 11 |
| 1.9 Limitations of the Study | 11 |
| 1.10 Delimitation of the Study | 12 |
| 1.11 Scope of the Study | 12 |
| 1.12 Theoretical Framework | 12 |
| 1.13 Conceptual Framework | 17 |
| 1.14 Operational Definition of Key Terms | 19 |
| CHAPTER TWO | 21 |
| LITERATURE REVIEW | 21 |
| 2.1 Introduction | 21 |
| 2.1 Concept of Behavior | 21 |
| 2.2 Concept of Behavior Modification | 22 |
| 2.3 Behavior Modification Techniques | 24 |
| 2.4 Behavior Modification Theory | 25 |

| | |
|---|-----------|
| 2.5 Behavior Modification Techniques Used In Schools | 27 |
| 2.5.1 Shaping Techniques and Students' Behaviors in Secondary Schools..... | 31 |
| 2.5.2 Token Economy Techniques and Students' Behaviors in secondary schools | 36 |
| 2.5.3 Praise Techniques and Students' Behaviors in Secondary Schools | 43 |
| 2.6 Influence of Behavior Modification Techniques on Students' Drug Abuse in Secondary Schools | 51 |
| 2.6.1 Influence of behavior modification techniques on students' exam cheating in secondary schools..... | 63 |
| 2.6.2 Influence of behavior modification techniques on students' bullying in secondary schools..... | 69 |
| 2.6.3 Influence of deputy principals and teachers' academic qualification and experience on behavior modification techniques | 76 |
| 2.7 Summary of Literature Review | 77 |
| CHAPTER THREE | 79 |
| RESEARCH DESIGN AND METHODOLOGY | 79 |
| 3.1 Introduction..... | 79 |
| 3.2 Research Design..... | 79 |
| 3.3 Area of study..... | 81 |
| 3.4 Target Population..... | 81 |
| 3.4.1 Sample Procedures and sample size | 82 |
| 3.4.2 Sampling Procedures..... | 82 |
| 3.4.3 Sample size..... | 82 |
| 3.5.1 Questionnaire for teachers..... | 83 |
| 3.5.2 Interview schedule for deputy principals | 84 |
| 3.6 Pilot study | 84 |
| 3.6.1 Reliability of Research instruments | 85 |
| 3.6.2 Validity of the research instruments..... | 85 |
| 3.7 Data Collection Procedures..... | 86 |
| 3.8 Data Analysis | 87 |
| 3.9 Ethical Considerations | 88 |
| CHAPTER FOUR..... | 89 |
| DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION | 89 |
| 4.1 Introduction..... | 89 |

| | |
|---|------------|
| 4.2 Questionnaire Return Rate | 89 |
| 4.3 Demographic Characteristics | 91 |
| 4.3.1 Teachers' and deputy principals' academic qualification | 91 |
| 4.3.2 Teaching experience and behavior modification techniques | 95 |
| 4.4 Teachers' Response on Behavior Modification Techniques Used on Students' Behaviors | 100 |
| 4.5 Teachers' Response on Shaping Techniques and Students' Behaviors | 103 |
| 4.5.1 Teachers' response on Shaping and students' drug abuse. | 103 |
| 4.5.2. Teachers' response on Influence of shaping on students' bullying behaviors | 106 |
| 4.5.3. <i>Teachers' response on influence of shaping technique on students' exam cheating behaviors</i> | 108 |
| 4.5.4 Teachers' response on influence of token economy and students' exam cheating behaviors..... | 110 |
| 4.5.5 Teachers response on influence of token economy on students bullying behaviors | 112 |
| 4.5.6 Teachers' and deputy principals' response on influence of token economy on students' drug abuse | 114 |
| 4.5.7 Teachers' And Deputy Principals' Response on Influence of Praise Techniques on Students' behaviors..... | 116 |
| 4.5.8 Teachers' and deputy principals' response on influence of praise techniques on students' drug abuse | 117 |
| 4.5.9 Teachers' and deputy principals' response on influence of praise techniques on students' exam cheating behaviors..... | 118 |
| 4.6 Hypotheses Test | 119 |
| 4.7 Summary | 122 |
| CHAPTER FIVE | 124 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS..... | 124 |
| 5.0 Introduction..... | 124 |
| 5.1 Summary of the Study | 124 |
| 5.2 Summary of the Key Findings | 126 |
| 5.3 Conclusion | 130 |
| 5.4 Recommendations..... | 131 |
| 5.5 Suggestions for Further Research | 131 |
| REFERENCES | 133 |

| | |
|--|-----|
| APPENDIX I: INTRODUCTION LETTER TO SCHOOLS | 151 |
| APPENDIX II: QUESTIONNAIRES FOR TEACHERS | 152 |
| APPENDIX III: INTERVIEW GUIDE FOR THE DEPUTY PRINCIPALS | 158 |
| APPENDIX IV: RESEARCH AUTHORIZATION | 161 |
| APPENDIX V: RESEARCH AUTHORIZATION COUNTY COMMISSIONER | 162 |
| APPENDIX VI: RESEARCH AUTHORIZATION COUNTY DIRECTOR OF EDUCATION..... | 163 |
| APPENDIX VII: RESEARCH PERMIT | 164 |

LIST OF TABLES

| | |
|---|-----|
| Table 4.1: Questionnaire Return Rate..... | 90 |
| Table 4.2: Distributions of teachers’ and deputy principals’ academic qualifications. | 91 |
| Table 4.3: Distributions of deputy principals and teachers teaching experience..... | 96 |
| Table 4.4: Teachers’s response on behavior modification techniques used on students’ behaviors. | 100 |
| Table 4.5: Teachers’ response on influence of shaping techniques on students’ drug abuse. | 103 |
| Table 4.6: Teachers’ response on influence of shaping techniques on students’ bullying behaviors..... | 106 |
| Table 4.7 Teachers’ response on influence of shaping techniques on students’ exam cheating behaviors. | 108 |
| Table 4.8: Teachers’ response on influence of token economy and students’ exam cheating behaviors. | 110 |
| Table 4.9: Teachers’ response on influence of token economy on students bullying behaviors..... | 112 |
| Table 4.10: Teachers’ response on influence of token economy on students’ drug abuse..... | 114 |
| Table 4.11: Teachers’ response on Influence of praise techniques on students bullying behaviors..... | 116 |
| Table 4.12: Teachers’ response on influence of praise techniques on students’ drug abuse..... | 117 |
| Table 4.13: Teachers’ response on influence of praise techniques on students’ exam cheating behaviors..... | 118 |
| Table 4.14: Test within subjects Effects..... | 121 |
| Table 4.15: Test of within- subjects effects..... | 121 |

LIST OF FIGURES

| | |
|---|-------------------------------------|
| Figure 1: Conceptual Framework | 18 |
| Figure 4.1: Mean rating of teachers' academics qualifications and shaping on students' behaviors..... | Error! Bookmark not defined. |
| Figure 4.2. Mean rating of teachers' academic qualification and token economy on students' behaviors | 94 |
| Figure 4.3: Mean rating of teachers' academic qualifications and praise on students' behaviors | 95 |
| Figure 4.4: Mean ratings on teachers' experience and shaping techniques on students' behaviors | 97 |
| Figure 4.5: Mean ratings of teachers' experience and token economy on students' behaviors | 98 |
| Figure 4.6: Mean ratings of teachers' experience and praise on students' behaviors.. | 99 |

CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, justification of the study, limitations of the study, delimitation of the study, scope of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.1 Background of the Study

Behavior modification techniques have been used all over the world to modify students' behaviors (Khan, Quader, Ali, Shahzad & Hukamdad, 2011; Bickford, 2012; Ajibola & Hamadi, 2014; Gutbrod, 2014; Ogoamaka, 2016; Simatwa, 2012; Aloka, Raburu & Onyango 2016; Orodho & Cheruiyot 2015; Alberto & Troutman, 2010; Brown, 2013). However, Students' behaviors found among Kenyan school children are bullying, vandalism, stealing, exam cheating, drug abuse, truancy, not completing homework (Nyaga, 2004; Aloka, 2012, Maithya, 2013). These disruptive behaviors hamper teaching and learning in schools leading to poor academic performance.

Studies in Pakistan by Khan, Quader, Ali, Shahzad & Hukamdad (2011) 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.

In America, Rangel (2017) carried out a study on the effects of utilizing behavior modification techniques to reduce off-task behavior in middle school classroom in California. The study findings revealed that use of school dollars and praise techniques were effective in teaching Mathematics class to reduce off task behavior. This agrees with Vargo 111(2013) on the effects of behavior modification programs on the behavior of High school students at Baltimore area in America. The study used rewards to change academic performance of high school students. The findings underscore the importance of expanding the repertoire of behavior management techniques available in public education system in America. 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. This agreed with a research by Bickford (2012) in America that found out praise to be effective in managing students' disruptive behaviors.

Haggar, Koka and Hein (2015) in Australia did a study on effectiveness of rewards and praise to modify thwarting, anger and bullying behavior in high school students during physical exercise. The study found out that rewards and praise effectively control student's behaviors. Further, Ajibola and Hamadi (2014) in Nigeria found out that behavior modification techniques that use positive reinforcement effectively manage students' behaviors.

Yang, Chen and Bear (2016) while doing comparative studies of America, Chinese and Japanese schools found out that apart from American schools Chinese and Japanese schools uses behavior modification of praise and rewards. However, the present study added literature on shaping together with praise and token economy on

how it influence bullying, drug abuse and exam cheating among students in secondary schools in Bureti Sub County.

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; Holme, 2012). Each of these studies has resulted in positive outcomes through the use of shaping techniques. Therefore, it was hoped that behavior modification using shaping with token economy and praise techniques was effective in handling bullying, drug abuse and exam cheating among secondary school students.

In Kenya, Ong'ayo (2018) did a study on behavior modification techniques used by teachers to change maladaptive behaviors of secondary school students during games in Kimilili- Bongoma Sub County. The study found out that majority of secondary school teachers mostly use punishment as behavior modification techniques in games to deal with bullying, hazing and fighting. The fact that teachers are still using punishment to manage students' behaviors showed that there was need to study

influence of behavior modification techniques on students' behaviors such as bullying, exam cheating and drug abuse.

The present study brought forth behavior modification techniques as outlined by B.F. Skinner (1938). According to behavior theory; Skinner (1938) condemns the use of punishment as a means of controlling behavior. Skinnerian model takes its starting point from the fact that behavior that is rewarded tends to be repeated, while behavior that receives no rewards tends to be eliminated. Skinner (1938) outlined the use of 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 agreed with (Khan, Quader, Ali, Shahzad & Hukamdad, 2011; Bickford 2012; Ajibola & Hamadi 2014; Aloka, Raburu & Onyango, 2016) who posited that positive reinforcement was effective in controlling students' behaviors.

Teachers in Kenyan secondary schools manage student's behaviors using methods such as: expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counseling, slapping and pinching (Simatwa, 2012). Busenei (2012) conducted a study to investigate the alternative methods which teachers used instead of corporal punishment and the efficacy of these methods on student behavior management in Eldoret Municipality of Rift Valley province. The study observed that cases of indiscipline had not reduced in schools with the use of alternative methods to corporal punishment with 71 percent of the respondents agreeing that the use of other alternative methods to corporal punishment had not reduced indiscipline in schools.

According to Anayo (2014) in a study on strategies adopted by secondary school teachers at Langata District in Nairobi County, found out that teachers lack skills needed for counseling and thus the G&C department was overloaded. Teachers in the county still did not have trust on alternative methods of discipline. This agreed with Yegon, Chonge and Nyongesa (2016) who did a study on teachers disciplining styles in primary schools in Kimilili sub County and found out that there was little the government had done to replace corporal punishment. Therefore, majority of teachers were using caning a form of corporal punishment despite its ban. The present study filled in literature gap by bringing forth influence of behavior modification techniques on students' behaviors in secondary schools in Bureti Sub County.

The study by Simatwa, (2012); Busenei, (2012); Anayo (2014) and Yegon, Chonge and Nyongesha (2016) revealed that teachers were 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. The constitution prohibits any pupil to be subjected to torture, cruel, inhuman or degrading treatment or punishment in any manner whether physical or psychological. This study filled the knowledge gap by bringing forth school wide behavior modification techniques: shaping, token economy and praise on students' behaviors of bullying, drug abuse and cheating in exams in Bureti Sub County Secondary schools.

Wanzala, Omboki, and Kemei (2016) reported that second term in secondary schools in Kenya is faced with myriads cases of indiscipline as candidates fear Mock exams. Bullying in Kenyan schools stood 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. However, the standard newspaper reported that Kenyan schools are experiencing bullying, drug abuse, exam cheating and arson because teachers had failed to understand and help students to come out of these behaviors. This implies that teachers were handicapped without behavior modification techniques.

The option available to secondary school teachers after the ban of corporal punishment is alternative methods to corporal punishment and Guidance and Counseling. Despite enormous contributions of G& C in solving drug abuse, bullying, cheating in exams it was unpopular among students in Kenyan secondary schools (Cheloti, 2013). The use of alternative methods had been reported to be underutilized by secondary school teachers in Kenya. There was need to study behavior modification techniques; shaping, token economy and praise used by teachers to manage students' behaviors.

In 2015, secondary schools in Kenya witnessed increased cases of indiscipline, unrest and drug abuse. An article written by Wesangula (2015) revealed that over 100 secondary schools were closed and reasons cited was that second term strikes occur because students fear mock exams which they consider difficult. Also, Muinde and Wanzala (2016) gave a list of schools hit by unrest in Kenya. Kericho County had seven secondary schools and two secondary schools were within Bureti Sub County.

Orodho and Cheruiyot (2015) did a study in Bureti Sub County Secondary Schools and found out that majority of practicing G&C teachers in public secondary schools did not possess relevant professional training and qualification to effectively deliver mandate of guidance and counseling. This agreed with Simatwa and Cheruiyot (2016) who did a study on influence of guidance and counseling on students' academic performance and established that 65 per cent of practicing school counselors did not have required qualification and facilities were inadequate in most schools. This left students with bullying, drug abuse and exam cheating behaviors in this Sub County unattended.

Research findings in Bureti Sub County by Orodho and Cheruiyot (2015) and Simatwa and Cheruiyot (2016) had therefore revealed a knowledge gap on the influence of behavior modification techniques; shaping, token economy and praise on students' behaviors; bullying, drug abuse and exam cheating in secondary schools. Therefore, the findings of this study unearthed influence of these techniques as used by teachers to address students' behaviors.

1.2 Statement of the Problem

This study was done at Kericho County because public secondary schools in Kericho County experience indiscipline cases of various forms. Studies by Chemutai, Onkware and Iteyo (2020) done in Kericho County secondary schools revealed that drug abuse and poor parenting were the leading causes of unrest in this county. Further, the study indicated that bullying stood at 31% of students who are bullied in schools. This is despite Christian Unions and Guidance and Counseling groups in public secondary schools. Therefore, the present study of behavior modification

techniques offered solutions to students' bullying, drug abuse and exam cheating behaviours.

According to Bureti Sub County Education office students indiscipline problems in public secondary schools in Bureti Sub County manifested themselves in form of drug abuse, burning of schools, exam cheating, stealing in exams and bullying behaviors (Bureti Sub County Education Office, 2016). All these disruptive behavior cause problem in the secondary schools and if not handled properly affected teaching and learning since these behaviors had negative effect on the school as a whole.

Therefore, the two studies by Orodho and Cheruiyot (2015) and Simatwa and Cheruiyot (2016) done in Bureti Sub County public secondary schools had revealed a knowledge gap on the influence of behavior modification techniques; shaping, token economy and praise on students' behaviors; bullying, drug abuse and exam cheating in secondary schools. This study sought to establish the influence of behavior modification techniques on students' bullying, drug abuse and exam cheating behaviors in Bureti Sub county secondary schools.

1.3 Purpose of the Study

The study sought to investigate the influence of behavior modification techniques on students' behaviors in secondary schools in Bureti Sub County: Kericho County.

1.4 Objectives of the Study

The following were the objective of the study

- i) 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.
- ii) To find out 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.
- iii) To determine token economy techniques employed by teachers and deputy principals in Bureti Sub County secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors.
- iv) To establish praise techniques utilized by secondary schools teachers and deputy principals in Bureti sub-county on student's bullying, drug abuse and exam cheating behaviors.

1.5 Research Questions

This study sought to answer the following questions

- i) What Behavior modification techniques employed by teachers and deputy principals in Bureti sub county secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors?
- ii) What shaping techniques are used by secondary schools teachers and deputy principals in Bureti Sub County to deal students' bullying, drug abuse and exam cheating behaviors?
- iii) What token economy techniques employed by teachers and deputy principals in Bureti Sub County secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors?

- iv) What praise techniques are employed by teachers and deputy principals in secondary schools in Bureti sub-county on students' bullying, drug abuse and exam cheating?

1.6 Hypotheses

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

Ho₁: There was no significant difference between the mean ratings of behavior modification techniques and professional qualification of respondents on students' behaviours of bullying, exam cheating and drug abuse.

Ho₂: There was no significant difference between the mean ratings of behavior modification techniques and teaching experiences of the respondents on students' behaviors of bullying, exam cheating and drug abuse.

1.7 Justification of the Study

There was growing concern among educators, parents and other stakeholders about the high rate of indiscipline in secondary schools. Outlawing of corporal punishment in Kenyan schools (children Act 2001) especially the practice of canning, which was already a socio-culturally accepted norm, provided a turning point in the management of student discipline. Research undertaken by Kopansky (2002 as cited in Busenei, 2012) showed that schools that continued to opt to use physical punishment often elicit a host of unwanted negative consequences while missing opportunities to promote students discipline through non-violent methods.

Secondary school students need to be assisted in order to adjust fully to the challenges in secondary schools and overcome inappropriate behaviors that interfere with academic progress. Behavior modification techniques had been proven to help especially during adolescent period where majority of secondary schools students belong. It was expected that the findings of the study would benefit secondary school students and teachers by sensitizing them on the importance of behavior modification techniques: shaping, token economy and praise in positive behavior change especially in addressing bullying, drug abuse and exam cheating.

1.8 Assumption of the Study

The study was carried out with the assumptions that:

- i) All Teachers are adequately trained and schools have specific policies on behavior modification techniques.
- ii) The respondents would respond appropriately to the questions of the study.

1.9 Limitations of the Study

Best and Kahn (2000) observed that limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Concealing of the important information to avoid painting a bad picture of themselves or their school was limitation that was overcome by assuring the respondent of confidentiality before administering questionnaires. Another limitation was that drug abuse, bullying, exam cheating was seen as criminal offence and school administrators and teachers could easily withhold information for fear of further interrogations. This was overcome by designing the

questionnaire with Likert scale where the respondents selected the most appropriate response. During the interview some questions were rephrased and also the researcher assured the respondents that the study aimed at influence of behavior modification techniques and not necessarily investigating drug abuse, bullying and exam cheating in the sampled schools.

1.10 Delimitation of the Study

The study restricted itself to 18 public secondary schools in Bureti sub County and delimited to responses from deputy principal and teachers of public secondary schools.

1.11 Scope of the Study

The study was carried out in selected secondary schools in Bureti Sub county of Kenya. Bureti Sub County is in Kericho county of Kenya. The study sought to establish influence of behavior modification techniques programs in schools with regard student's behavior change. The research study covered 52 public secondary schools, 520 teachers 52 deputy principals who formed part of research study.

1.12 Theoretical Framework

1.12.1 Operant Conditioning Theory

The theoretical framework used for this research was behaviorist theory developed by B.F. Skinner (VanDamme, 2012).The behaviorist theory states that everything we do

is a behavior. Pleasant experiences are positive reinforcers while unpleasant experiences are negative reinforcers.

This study was guided by operant conditioning theory as outlined by Skinner (1938). Skinner's entire system is based on operant conditioning theory. The organism is in the process of operating on the environment, which in ordinary terms means it is bouncing around its world, doing what it does. During this operating the organism encounters a special kind of stimulus, called a reinforcing stimulus. This stimulus has the effect of increasing the operant-the behavior occurring just before the reinforcer. This operant conditioning the behavior followed by a consequence, and the nature of the consequence modifies the organisms' tendency to repeat the behavior in the future (Skinner, 1938).

Skinner (1938) used a special cage that has a bar on one wall that when pressed, causes a little mechanism to release a food pellet into the cage. The rat bounces around and accidentally presses the bar a food pellet falls. The operant behavior is the behavior just prior to the reinforced, which is the food pellet. In no time the rat learns that when a bar is pressed the food pellets falls. Therefore, a behavior followed by a reinforcing stimulus results in an increased probability of that behavior occurring in the future.

The theory states that an individual's behavior is function of its consequences (Winkielman, 2005). For example, if an individual's behavior is immediately followed by pleasurable consequences, the individual will engage in that behavior more often which is referred to as operant conditioning. Operant conditioning has two

main categories of consequences: punishers and reinforcers. The present study looked at how three positive reinforcement techniques: shaping, token economy and praise influences students' bullying, drug abuse and exam cheating. These reinforcers as defined by Skinner increases the likelihood that the behavior will occur again when applied. This is a process of manipulating the consequences in order to change behavior. The strength of this theory is that it operates under the assumption that if behavior can be learned, it can also be unlearned.

The focus on external stimuli as the controlling agents for behavior had allowed practitioners across a variety of disciplines to systematically manipulate environmental stimuli, resulting in corresponding behavior changes. Behavior modification techniques are often present in classrooms in such forms as tangible reinforcer for example stickers, pencils, edibles and intangible reinforcers for example recess time, social praise, high grades and attention (Alberto & Troutman,2006). However, rarely do teachers carry the same incentive to control bullying, drug abuse and exam cheating behaviors.

The operant conditioning theory informed the present study in that Skinner's explains that human behavior is prompted by specific stimuli. This is relevant in the secondary school setting where students' behaviors of bullying, drug abuse and exam cheating requires teachers prompting. Skinner proposed behavior modification techniques which operate on the environment. For example, if an individual's behavior is immediately followed by pleasurable consequences, the individual will engage in that behavior more often.

The concept of behavior modification is a set of therapies techniques based on operant conditioning (Skinner, 1938). These behavior modification techniques which the present study looked at are those that positively reinforce behavior that are: behavior shaping, token economy and praise. Behavior shaping known as successive approximation can be used to produce extremely complex behaviors that organism cannot easily perform. In order to do this, the conditions requires that one should not wait for behavior to be emitted but reward each time the organism moves a step closer to the desired behavior. Teachers can correct students bullying, drug abuse and exam cheating by reinforcing students using combination of shaping, token economy and praise techniques.

This theory was relevant for this study because if teachers use shaping, token economy and praise for appropriate behavior of not bullying ,abstinence from drugs and doing exams honestly ,the students will likely to repeat these appropriate behaviors in future, thus strengthening the appropriate behaviors. For example, if a student engage himself or herself in bullying others in school. The teacher will use shaping techniques together with token economy and praise to prompt non bullying behavior. According to Skinner(1938) by training a rat to press a bar for it to get food pellets, the rat should get reinforcement (food) each time it moves closer to the bar this was done until the rat associates bar pressing with food pellet. Students exhibiting bullying behaviours are lacking appropriate interaction techniques. Teachers would use shaping techniques by teaching polite interactions such as excuse me, please may I get this or that. When the students with bullying behavior display any of appropriate interaction they would receive positively reinforcement. Therefore,

behavior modification techniques of shaping, token economy and praise are effective in managing students' behavior.

For students who abuse drugs behavior modification of shaping, token economy and praise can be used to stop this behavior. Operant conditioning theory was appropriate in that teachers will reinforce after training any slight movement towards drug abstinence. According to Skinner an organism can be trained to come out of inappropriate behavior by positively rewarding acceptable behaviors. For example, students who have been abusing drugs for example smoking cigarettes, teachers would know the number of cigarette students' smoke and after training any reduction in cigarette smoking would be reinforced as the student moves towards stopping it completely.

For students with exam cheating behavior they can be trained using operant conditioning theory. Operant conditioning theory is relevant in stopping exam cheating behaviors. For example, if a student is trained by shaping technique; which involves dividing a complex exam into more manageable units. The students will sit for exam and after scoring a certain percentage a teacher gives him or her token followed by praise in doing it honestly. The said students even if they did not score hundred percent they will have received reinforcement. When this happens after sometimes honesty in exams will be reinforced, giving reinforcement for behavior encourages children and even adults to behave in the way they are expected to (Kinai, 2010).

1.13 Conceptual Framework

Behavior modification is systematic arrangement and scientific process of altering behaviors, the alteration of which could be from undesirable to desirable or improving existing one (Omabe, 2005). It therefore involves the application of behavior modification techniques to deal with inappropriate behaviors. These behaviors in the present study included drug abuse, exam cheating and bullying. It is through operant conditioning technique shaping, token economy, and praise that teachers in secondary school can alter drug abuse, exam cheating and bullying behaviors as they manage students.

In this study, the independent variables were shaping, token economy and praise techniques and dependent variables were students' bullying, drug abuse and exam cheating. When they interact the appropriate behavior of learners were achieved. Therefore, behavior modification of shaping can be used to manage students' drug abuse, bullying and exam cheating behaviours. Teachers use shaping techniques by breaking down the aspects of behavior to be modified and positively reinforce student toward the target behaviours in this case stoppage of bullying, drug abuse and exam cheating. Also, token economy can be used to change bullying, drug abuse and exam cheating behaviours as well as praise techniques which influence students' bullying, drug abuse and exam cheating behaviours.

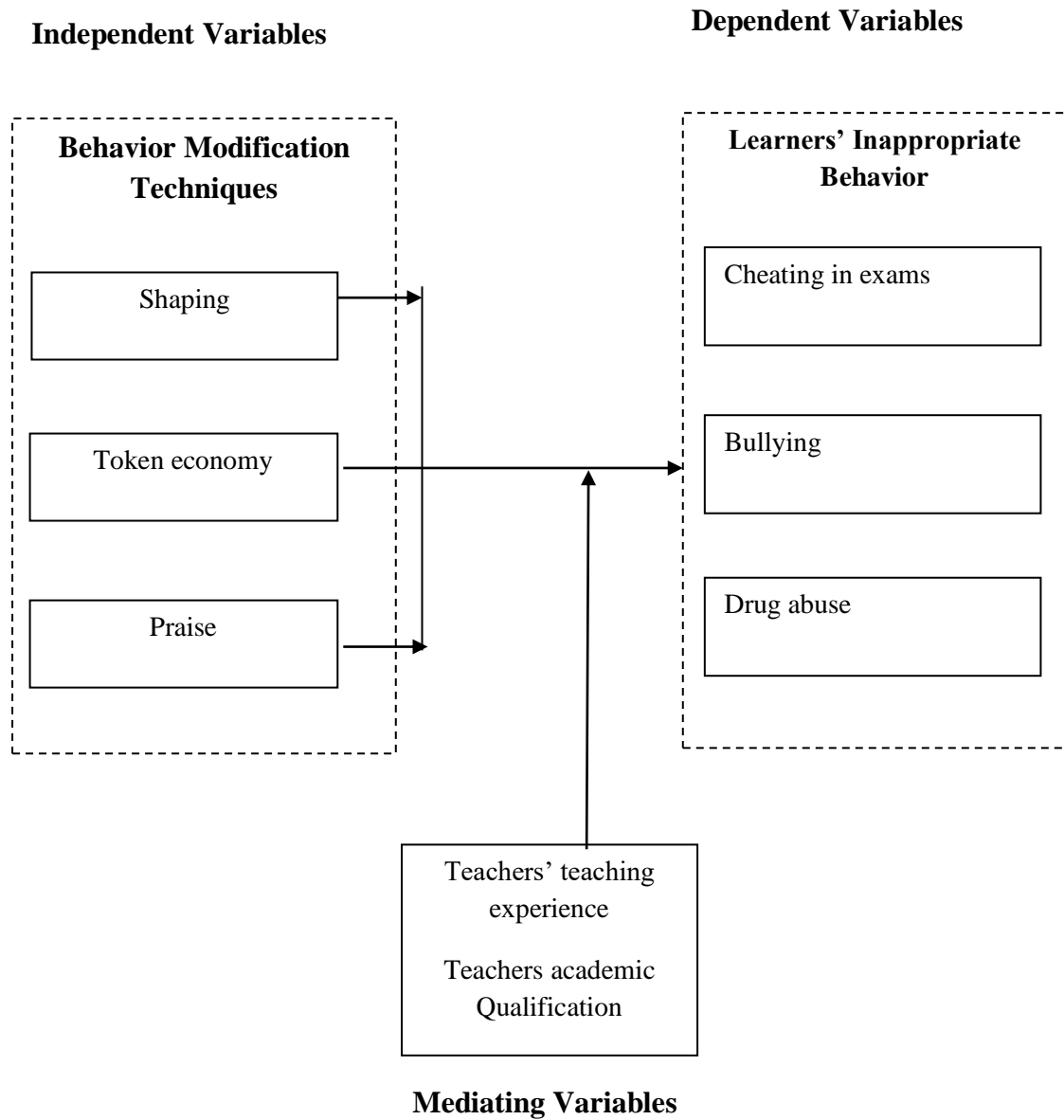


Figure 1: Conceptual Framework

1.14 Operational Definition of Key Terms

Behavior modification techniques: Behavior modification techniques aim to manipulate the antecedents and consequences of behaviors so that the likelihood of appropriate behaviors is increased and inappropriate behavior is decreased. In this study, behavior modification techniques were behavior shaping, token economy and praise that are used to influence drug abuse, bullying and cheating in exams.

Bullying: Bullying is intentional and typically repeated behavior. It involves an imbalance of power and causes physical or psychological discomfort or harm to students. These include name calling, fighting, manual work, pinching done by students to students in schools.

Exam cheating: Cheating is providing answers on tests and homework that are not your own.

Drug abuse: Refers to administration of any substance in a manner that diverts from approved medical or social patterns within a given culture. For this study there are cigarette and alcohol by students.

Praise: The term praise means to value highly (Burnelt, 2002). In the present study it involved commanding someone for their worth or expressing approval of someone. Praise may be verbal and spoken directly to the person or object of admiration such as telling a student that they did a great job completing a difficult math problem or it can be in written form such as “Excellent job” on returned test. For this study mentioning in assemblies, praise note, praising in present.

Shaping technique: Shaping involves Successive approximations which mean to reinforce any behavior which will lead up to the behavior you wish to occur. This is

done to initiate a task or skill which may currently not present in an individual's repertoire. In the present study, shaping was analyzed on how teachers were employing these techniques to stop students' exams cheating, drug abuse and bullying. The present study brings in fore how shaping techniques could alter inappropriate behaviors of students.

Students Behavior: It refers to the attitudes and actions of the students while in the schools setting. In the present study, it includes cheating in exams, drug abuse which includes alcohol, cigarette and bullying. The study looks at how these behaviors can be managed using the three behavioral techniques shaping, token economy and praise.

Token economy: Token economies refer to the delivery of a conditional reinforcer that can later be exchanged for another reinforcer. Typical conditioned reinforcers include token, points and stickers. it can be implemented with relative ease in large group settings, and ability to use uniform reinforcers for several individuals (Cooper, Heron, & Heward 2007).In this study ,token economy will be used to increase appropriate behavior each time students displays this behaviours they earns points, computer time, special food, free time, grade or positive reinforcers. On the other hand, students with inappropriate behaviors lose the tokens. The inappropriate behaviors are cheating in exams, drug abuse and bullying. The present study investigates how teachers in secondary schools apply different tokens to handle these behaviors.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review was organized in two sections .The first section reviewed literature that defines behavior, behavior modification, behavior modification techniques and behavior modification theory. The second part dealt with empirical application of three behavioral techniques of shaping, token economy and praise .It also goes further to explore how these techniques influenced students' bullying, drug abuse and exam cheating.

2.1 Concept of Behavior

Behavior is seen as a way individual operates (Odoemelam & Ajoku 2010).Further, Ukwueze, (2008) believed that behavior is a way an individual functions in a particular situation, and it is a learned experience acquired consciously or unconsciously. An individual's behavior patterns are acquired experiences learned through exposure which gradually culminate into internalization of facts that become part of the individual. The present study identified student's behavior of bullying, drug abuse and exam cheating in secondary schools in Bureti Sub County: Kericho County. These behaviours affect students' health issues and academic performance.

Okorie (2005) viewed students' behavior in schools as a result of lack of home training, which may result to dishonesty, drug abuse, truancy, cultism, sexual immorality, bullying, theft, alcoholism and noise making. Students' lacking appropriate training at home and in school leads to bullying, drug abuse and exam

cheating among students. The present study of behavior modification techniques came in to teach students how to get out drug abuse, exam cheating and bullying behaviors by the use of three behavior modification techniques shaping, token economy and praise which uses positive reinforcement to effectively deal with bullying, drug abuse and exam cheating.

Kaiser and Rasminsky (2007) opined that behaviors of bullying, drug abuse and exam cheating usually have a message and may occur because the students lack the skills to adopt more appropriate behaviors to achieve a goal or convey a message. Skinner argued that behavior was as result of the consequences that follows it. This study stood on definition of behavior based on Skinnerian views on operant conditioning theory to control students' behavior bullying, drug abuse and exam cheating experienced in secondary schools.

2.2 Concept of Behavior Modification

Behavior modification is any generic term given to any process derived from learning theory. The goal is to change a person's behavior or the ways they interact with the world (Onwuasoanya, 2006). To understand behavior modification one has to grasp the concept of operant conditioning. Operant conditioning is the process by which an operant response is strengthen or weakened by the consequences that follow it. In the same vein behavior modification is a behavioral science technique which involves the application of principles derived from research in experimental psychology to alleviate human suffering and increase human functioning (Odoemelam & Ajoki, 2010)

Pear and Martin (2007) postulates that behavior modification is mostly used in clinical and educational psychology, particularly in case of people with learning difficulties in the day to day , it is used in school setting to handle students behaviors. According to Uba (2006) behavior modification refers to the application of behavior principles of human situations to alter behaviors. In the present study, it involved application of shaping, token economy and praise techniques to deal with drug abuse, bullying and cheating in exams.

Skinner (1938) defined behavior modification as the application of techniques of operant conditioning techniques to modify behaviors. The present study ascertained influence of three techniques; shaping, token economy and praise on students' drug abuse, bullying and exam cheating behaviors. Behavior modification is presently seen as a process of helping students to learn how to solve certain inter personal, emotional and decision problems. This includes how to come out of drugs, to learn to respect others in school, be honest in doing exams and assignment, to take care of school properties.

In public secondary schools in Kenya, most teachers use harsh traditional punishments on students who misbehave .They often make them to kneel down for hours. Some of the teachers go as far as giving students knock on the heads. The erring students may be suspended from the school and this lead to many becoming dropouts (Simatwa, 2012). The present study argued that students who are expelled or suspended are not taught appropriate behaviors or ways of coming out of drugs, how to deal with bullying and do their exams honestly. Teachers doing so are in fact escaping their responsibility of teaching correct behaviors. It is necessary that teachers should review their approach to behavior modification strategies. It is important that

teachers should have good knowledge on behavior modification techniques so as to provide conducive learning environment.

2.3 Behavior Modification Techniques

Techniques are those ways aimed at reinforcing behavior when they are appropriately done by an individual. Appropriate Behaviors of honesty in exams, acceptable social interactions when reinforced in a positive way encourage the student to keep it up and make the bullying and exam cheating to change to appropriate one. Simatwa (2012) found out that teachers in secondary schools spend a lot of time dealing with students' inappropriate behaviors. Most of the time attempts to modify students behaviors are unsuccessful due to time constraints, inconsistent implementation, and lack of understanding of the principles of behavior modification. Sprinthall and Sprinthall (1990) postulates that behavior modification is a specific type of behavior influence that translates the theories and principles of learning derived from experimental psychology into an applied technique for behavior change. These techniques based on operant conditioning includes, shaping, rewards, contingent contracting, and praise.

Therefore, Behavior modification technique aim to manipulate the antecedents and consequences of behavior so that the likelihood of appropriate behavior is increased and inappropriate behavior is decreased. The present study looked at students' behaviors as drug abuse, exam cheating, and bullying. These are the behaviors that the researcher found out how secondary school teachers in Bureti sub county viewed the influence of behavior modification techniques: shaping, token economy and praise techniques in addressing them.

2.4 Behavior Modification Theory

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. It is used for clinical purposes, as well as in educational settings. According to Skinner's theory of operant conditioning, a teacher can use four basic principles of operant conditioning, which are positive reinforcement, negative reinforcement, punishment and extinction.

According Simatwa (2012) teachers tend to use traditional methods, corporal punishment, suspension, referrals and expulsion hence modifying behaviours ineffectively. The present study brought application of positive reinforcement to teach appropriate behaviors.

Positive reinforcement is any pleasant or desirable consequence that follows a response and increases the probability that the response will be repeated (Body, Wood & Wood, 2005).Positive reinforcement is often misunderstood because it is rarely associated with students' discipline. Teachers wrongly look at students discipline and punishment as the same. That is why we find in secondary schools teachers are quick to apply punitive behavior modification methods such as school suspension, expulsion, fines, detention and corporal punishment. To understand further positive reinforcement there was need to look at the definition of reinforcers.

According to Skinner (1938) reinforcers must reinforce or strengthen behavior. A reinforcer is any stimulus event that follows an operant response and thereby increases the strength (or probability of occurrence) of that response. Response rate

provides the usual performance measure of increased response probability. Skinner (1938) identifies two main classes of reinforcers positive and negative. Positive reinforcers increase response probability by being added to the situation; negative reinforcers increase response probability by being removed. Positive reinforcers are those desired, sought-after stimuli such as food, praise and money that we ordinarily call rewards which this study called token economy. The present study narrows itself on the application of positive reinforcers, token economy and praise used in shaping students behaviors; bullying, exam cheating and drug abuse.

Operant conditioning theory was relevant to this study in that bullying, drug abuse and exam cheating behaviors found among students in public secondary schools are learned behaviors. This theory operates under the assumption that if behavior can be learned, it can also be unlearned. If teachers apply shaping techniques by selecting reinforcement of token economy and praise to non-bullying, honesty in exams and drug abstinence behaviors among secondary school students. The students will more likely repeat these good behaviors in future, thus strengthening it.

Therefore, in order to bring about change into behavior and learning of the students, the use of modern knowledge about behavior modification techniques especially the use positive reinforcement is necessary so that deterioration in the quality of education and behavior may be stalled. Operant conditioning is mostly used in every sphere of the world. These must be researched upon. There is great need of examining the influence of shaping, token economy and praise techniques as practiced in secondary schools and their effectiveness in modifying students' behaviors: bullying, exam cheating and drug abuse.

2.5 Behavior Modification Techniques Used In Schools

Behavior modification techniques are basically associated with the interventionist approach, which though reactive in that it responds to problems of misbehavior as they arise it also looks beyond the students for understanding and aims to construct more beneficial relationships helpful to the victim students in observing acceptable codes of conduct (Redempta,2010).

Different types of behavior modification techniques abound. These include positive and negative reinforcement, aversion therapy, cognitive behavior therapy and token economy methods. Reinforcement provides a system of rewards and punishment to change negative behavior into positive response.

The focus of the present study was on positive reinforcement as behavior modification to reduce bullying, drug abuse and exam cheating among secondary schools students in Bureti Sub County. Positive reinforcement refers to giving a child something that will reinforce the behavior and motivate the child to repeat the behavior. Behavior modification techniques used in schools includes, praise (Bickford 2012), token economy (Barratto, McLaughin & Doll 2013) and behavior shaping (Ricciardi, Laiselli & Camare 2006).

The ban of corporal punishment in Kenyan secondary school Children Act, 2001(Government of Kenya, 2001) became a turning point on techniques to use to manage students behaviors. A number of studies have outlined discipline methods used in secondary schools in Kenya; Karanja and Bowen (2012) carried out a study on indiscipline and academic performance in public schools in Kenya. The study

employed qualitative and quantitative research paradigm using survey design. Their findings revealed that 90% of respondents did not support going back to use of corporal punishment but rather preferred the strategy of counseling as means to help students move away from indiscipline. However, they ignored other behavior modification methods such as shaping, token economy and praise which the present study filled in the gaps left.

Simatwa (2012) researched on the management of student discipline in secondary schools in Kenya, a case study of Bungoma County. He investigated on methods used by head teachers in managing student discipline. He sampled 125 Head teachers and 1575 teachers. He also sampled 2075 schools prefects and 20,107 students. Questionnaire, interview schedule and document analysis were used as data collection tools. The findings revealed that despite the ban of corporal punishment, teachers in secondary schools used caning, physical punishment, slapping, pinching reprimanding and kneeling down. Though the study ignored the contributions of behavior modification techniques shaping, token economy and praise in management of students' behaviors. It brought to the fore the fact that teachers were still using illegal methods in management of students discipline a serious contravention of the Basic Education Act (2013). The findings of this study revealed a knowledge gap on the influence of behavior modification techniques on students behaviors in public Secondary schools in Bureti Sub county.

Munene (2014) investigated behavior modification techniques and health guidance offered to drug and alcohol abusers in youth polytechnics in Kirinyaga. She found out that 70.5% of respondents was no behavior modification techniques used in the youth

polytechnics. However, behavior contracting was reported at 3.8% which shown that it was rarely used by teachers. While the study looked at behavior modification techniques and health guidance offered in polytechnics the present study was done at Bureti Sub County Public Secondary schools on influence of behavior modification techniques on students' bullying, drug abuse and exam cheating behaviors.

In a study on behavior modification techniques in Kenyan secondary schools in Bondo sub county to investigate the effectiveness of positive reinforcement in management of student behaviors. Aloka,et al. (2016) found out that Positive reinforcement was considered instrumental in effecting modification of student behaviors. Students who were rewarded for good conduct sustained acceptable behavior. Respondents found praise to be effective in modifying student behaviors. Rewarding a mischievous learner for any slight positive change contributed to positive change in behavior. However, their study was informed by Thorndike's Behavior Modification theory and also failed to look at three students' behavior of bullying, drug abuse and exam cheating in secondary schools. The present study filled the gap by looking at Skinners' behavior modification techniques shaping, token economy and praise in influencing bullying, drug abuse and exam cheating behaviors: a study in Bureti sub county secondary schools in Kenya.

Another study done at Bondo Sub County by Aloka, *et. al.*, (2016) on alternative corrective measures used in managing student behavior problems in secondary school found out that even though alternative corrective measures such as G&C were used in managing students behavior problems, corporal punishment was still in used. This meant that teachers did not abide by MOE policy on the management of student

behavior problems. Teachers lacked adequate training on the use of alternative corrective measures. The present study was on influence of behavior modification techniques shaping, token economy and praise on students' bullying, drug abuse and exam cheating in secondary schools in Bureti Sub County.

Further, Bickford (2012) in America found that praise was found to be an effective in managing students' disruptive behavior. Study finding reported that teachers believed their students gained from behavior specific praise, and they intended to continue using it. Teachers reported that they enjoyed working on their own use of praise and that they would continue to use behavior specific praise. The present study added literature by carrying out a study on behavior modification shaping, token economy with praise.

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 brought in psychological therapies; shaping, token economy and praise to address students' bullying, drug abuse and exam cheating behaviors in Bureti Sub County Secondary schools.

In Kenya, Rwamba (1992) conducted a study on pupils' indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used a questionnaire to gather information from teachers and head teachers. Rambo found that teachers considered rewards as important in reinforcing good behavior among the pupils. With

this background information token economy as a form of reward has a positive impact to change students bullying, drug abuse and exam cheating behaviors.

Nyang'ara, Ndeke, Mutisya, Aloba and Kinyanjui (2015) did a study in classroom instruction reinforcement strategies and factors that influence their implementation in Kenyan primary schools in Kikuyu District. The study recommended that administrators should plan for budgetary allocations in order to purchase reinforcers in terms of tangible items and tokens. It further suggested that teachers and parents should use token economy program which have long term effect on students as compared with social reinforcers. This study based on primary school academic instructions underscored the importance of token economy which is needed in secondary schools in Bureti Sub County secondary schools to deal with bullying, drug abuse and exam cheating.

The present study sought to find out the influence of behavior modification techniques shaping with token economy and praise techniques on influencing bullying, drug abuse and exam cheating in public secondary schools students in Bureti Sub County.

2.5.1 Shaping Techniques and Students' Behaviors in Secondary Schools

According to Colman (2003), 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. Therefore, shaping can teach students new behavior gradually to expected behavior.

Shaping strategy is training the individual to acquire a desired behavior by reinforcing every response the individual makes which brings him or her closer to the desired behavior while eliminating the undesired response by ignoring them through non-reinforcement. It implies using reinforcement to bring about change in behavior (Gutbrod, 2014).

According to Okoli (2002), the technique is used to teach new behavior. It was necessary to investigate the influence of shaping techniques used by secondary schools teachers to handle bullying, drug abuse and exam cheating.

One of the first classical accounts of use of shaping technique was a description of how Skinner taught his lab rat Pliny the behavior of pulling a string to obtain a marble from a rack, picking the marble up with the fore-paws, lifting it to the top of the tube, and dropping it inside. Every step in the process had to be worked-out through a series of approximations, coupled with positive reinforcement every time the rat moved towards the target. This was done because the component responses were not in the original repertoire of the rat (Skinner, 1938).

Shaping techniques as behavior modification techniques can influence students' bullying behaviors. Teachers would train students' polite interactions and when students move closer to non-bullying behaviors, teachers are expected to reinforce these polite interactions until students stop bullying completely. To stop drug abuse teachers would teach students step to come out of drugs then reinforce any approximations towards the target until students learn to stop drugs completely. To stop exam cheating behaviors exam would be broken into manageable steps and the concepts taught are administered, every time the students who have been cheating do

exams honestly teachers would reinforce them until they stop exam cheating behaviors (Wolfgang, 2001).

Shaping has been referred to both in terms of learning in continuous progressive steps ("successive approximations") as well as for the hierarchical skill based learning ("steps" and "components"). Erez and Smart (2008) generalized the definition of shaping further, declaring it in computational terms as any trajectory in task space, leading from simple tasks to harder ones with the objective to facilitate learning.

According to Tony (2001) 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. For example to teach an animal to press a lever for food the first precursor to lever pressing may be a movement in the direction of the lever; this would be reinforced as the first approximation to the target response. Closer approaches would then be rewarded until contact with the lever was achieved. Physical contact would then activate the contingency between lever pressing and reward and the lever response would then come under the control of this response.

Comparatively, animal behavior has been brought to clinical and educational psychology. Students' baseline behavior is required followed by target behavior. Students' drug abuse, bullying and exam cheating behaviors can be modified using operant shaping combined with token economy and praise techniques. This would involve identifying progressive sequences of stages between the starting point and the desired final behavior (McClurg, 2014)

In the present study, shaping involved reinforcement which was selectively targeted on successive forms of behaviors bullying, drug abuse and exam cheating. The

operant version allows the selective reinforcement of response forms since it is based on a response-reinforcer contingency. The reinforcer is contingent on organism making the criterion response. Therefore, students who are struggling to get out of bullying, drug abuse and exam cheating will be placed on a programme by secondary school teachers. Any slight response towards appropriate behavior; non bullying, honesty in exams and abstinence from drugs would be reinforced.

Shaping and fading is important concept in which the student responds quickly to directions given by the teacher. Shaping will occur with frequent and successive reinforcement of the new behavior (Aberto & Troutman, 2006). To establish instructional control, the teacher must first pair the task with positive reinforcers and then model the desired behaviors. Next the teacher would establish any prompts the student will need to be successful. Prompts can be verbal directions for lining up, getting out material, and following directions. After the teacher has established the prompts next is to pair the desired behavior with reinforcer like positive praise or tokens.

Shaping has been used throughout the literature with both humans and animals. A range of target behaviors has been studied, including increasing the height of arm extension in an international pole-vaulter (Scott, Scott & Goldwater, 1997), increasing exhale durations as a preparatory measure for a smoking cessation study (Rae & Williams, 2002), and increasing the duration of sustained interaction following a bid for joint attention in children with Autism (Gutbrod, 2014), handling lateness to school among secondary school students (Ogoamaka, 2016), to reinstate verbal behavior in hospitalized psychotics (Holme, 2012). Each of these studies had resulted in positive outcomes through the use of shaping. However, none had directly looked at influence

of shaping techniques reinforced by token economy and praise to deal with bullying, drug abuse and exam cheating in secondary schools in Bureti Sub County.

Shaping techniques have proven to be very effective at generating adaptive behaviors which are appropriate to real life situations (Mallot, Whaley & Mallot, 1997). For example, in behavior modification which consists of a set of techniques designed to resolve behavioral problems in human, the shaping method is used to produce adaptive behaviors which will replace existing maladaptive activities. It follows that an understanding of nature of operant shaping may prove of value to teachers in secondary schools to deal with drug abuse, bullying and exam cheating.

Shaping behavior is an aspect of behavior analysis that gradually teaches new behavior through the use of reinforcement until the target behavior is achieved. In order for shaping to be successful, it is important to clearly define the behavioral objective and the target behavior. Also, in order to gradually achieve the target behavior, a teacher must know when to deliver or withhold reinforcement (Wolfgang, 2001).

The steps for shaping follows the following procedure (Akinade & Adedipe, 1994). The first is identification of the problem. Secondly, identification of the terminal behavior that is to be achieved. Thirdly, is identification of successive approximations? Fourthly, to state them in behavioral terms, the fifth is reinforcing behavior approximations as soon as it is executed and successive approximation must be appropriately reinforced. On the strength of the procedure used in shaping techniques, bullying, drug abuse and exam cheating behaviors among secondary school students can be handled.

Shaping starts with a task analysis in which a desired behavior is broken down into smaller and more manageable steps that would move the child successively closer to that desired behavior. Four rules are fundamental to shaping (Galbicka, 1994). The first is differential reinforcement of operant behavior. The second is that the termination criterion must be defined. Third is that small steps must be used. Last is that movement not position should be reinforced. The aim of shaping is to take the organism from the current behavior to the target behavior using reinforcement. Shaping today is of great value to the teachers who are grappling with bullying, drug abuse and exam cheating behaviors

2.5.2 Token Economy Techniques and Students' Behaviors in secondary schools

Behavior management is imperative in every school to ensure all students are discipline. One common way to control behaviors is token economies. According to McLaughlin and Williams, (1988) tokens economies are primarily based upon the concept of operant condition. Within a token economy, tokens are most often a neutral stimulus in the form of “points” or tangible items that are awarded to economy participants for target behaviors. In a token-reinforcement system, the neutral token is repeatedly presented alongside or immediately before the reinforcing stimulus. That stimulus may be a variation of edibles, privileges, or other incentives. By performing this process of repeating presentations of neutral tokens before the reinforcing stimulus, the neutral token becomes the reinforcing entity. As the participants in the token experience the pairing of token and a previously reinforcing item, the token itself may acquire reinforcing properties as a result.

According to Ihiegbulem and Onomuodeke (2006), token economy is a behavior therapy in which people are given tokens for exhibiting desired behaviors. Wikipedia (2009), define token economy as a form of behavior modification designed to increase desirable behavior and decrease undesirable behavior with the use of tokens. In the school setting, Ihiegbulem, (2010) defines a token as whatever the teacher uses to motivate a learner (pupil or student) towards exhibiting desired academic behaviour. Tokens can include physical material things such as money, biscuits, sweets, biros, pencils and books as well as award of points (Ihiegbulem, 2010 and Wikipedia, 2011). In the present study tokens were money, watching favorites, giving notebooks, holding parties and students' trips for displaying non bullying behaviors, drug abstinence and honesty in exams.

From the above definitions token economy gains its utility and power to modify behavior when the neutral tokens become secondary reinforcers. The effectiveness of this process has been noted by Miller and Drennen as cited by Barratto, McLaughlin and Doll (2013). They demonstrated that when praise is a neutral stimulus, it could become a conditioned reinforcer through pairing it with another reinforcing event.

Therefore, token economy has been accepted in schools as form of motivation. In secondary schools teachers are expected to apply token economy to modify students' behaviors of bullying, drug abuse and exam cheating. Teachers in public secondary schools in Bureti which was used for this study demonstrated how token economy teaches students how to come out of bullying, drug abuse and exam cheating behaviors.

Token economies utilize specific praise and a direct positive reward when a positive behavior is observed. The specific praise allows the child to know exactly what he/she did to earn the token. This specificity allows the child to know exactly which behavior to repeat. Receiving a token immediately upon exhibiting the positive behavior also reinforces the wanted behavior. As Parsonson (2012) states, the goal of teaching behavior to students is to teach them how to self-regulate. In school set up students abusing drugs would be placed in self-monitoring programme which was geared towards drug abstinence .When slight reduction of drug intake is observed teachers are expected to reinforce until they stop drugs completely. This would also apply to bullying and exam cheating behaviours. These positive reinforcement; money, watching favourites, holding party ,giving notebooks and students trips are extrinsic motivators which are the first tool to use, as they build on intrinsic motivation, thus a token economy became the best choice for the present study.

Token economy systems are one of the most often used behavior management techniques, especially in settings for students who have learning or behavior difficulties (McIntyre, 2004).Token economy had been used to remediate problems of patients who were seriously mentally ill that were residing in mental hospitals. Bullying, drug abuse, exam cheating behaviors occur because of lack of appropriate social skills. Utilizing a token economy system enabled educator's ways to teach social skills and replace inappropriate behaviors with tangible rewards.

This behavior intervention strategy utilizes token that can include physical material things such as money, biscuits, sweet, biro, books as well as award of points (Ihiegbulem ,2006).Secondary schools teachers in Bureti sub-County in which this

research was based were grappling with bullying ,drug abuse and exam cheating behaviors (Bureti Sub county Education , 2016). This research investigated the influence of token economy on students' behavior, exam cheating, and bullying and drug abuse as used by secondary school teachers in this sub county.

Token economies consist of a list of instructions for the individuals involved, including: the target behavior(s) that will and/or will not be reinforced, a method to ensure the token is contingent on behavior which allows the token to become a reinforcing stimulus, and a set of rules that explain how, when, and under what conditions the tokens can be exchanged for the backup reinforcers. The main element to a token economy system is that the tokens are delivered contingent on specific behavior and linked to meaningful reinforcers (Fiksdal, 2014).

The token can be any object that can be easily delivered, easily kept and easily exchanged. Some advantages of using a tangible reinforce include: tokens are portable, no maximum exists, the number of tokens can represent the amount of reinforcement, they are durable and can be used continuously, devices can be used to automatically delivered tokens contingent on behavior, the physical characteristics of token can be standardized or personalized (Fiksdal, 2014). Therefore, token used in the present study such as money, watching favorites, holding party ,giving notebooks and students' trips were durable ,portable, and could be used contingent on non-bullying, drug abstinence and honesty in exams.

A review of literature conducted by Matson and Boisjoli (2009), found that token economies have been used successfully for different behaviors such as remaining in seat, increasing attention, increasing appropriate verbalizations and social skills

,decreasing inappropriate call-outs in class, decreasing aggressive behaviors, decreasing disruptive behaviors within class, increasing academic behaviors such as completing assignments, increasing test performance. However, none in their studies have look at the contribution of token economy, shaping and praise techniques in influencing students bullying, drug abuse and exam cheating .Therefore , the present study added literature to fill this gap.

A token economy can help overcome some of the difficulties associated with assessing classroom participation. Boniecki and Moore (2003) reported that the use of a token economy with rewards for correctly answering questions had multiple benefits. In addition to increasing the number of students attempting to answer questions correctly, students also participated more in class discussion and posed their own questions even though these activities earned no reinforcement tokens. The present study brought token economy to address exam cheating a problem that secondary schools teachers are grappling with.

Previous research had indicated that behavioral techniques: token economies, response costs, positive reinforcement were effective in reducing the amount of inappropriate behavior exhibited by disruptive children in the elementary classroom setting (McGoey & DuPaul, 2000).However, the present study filled literature gap by studying influence of token economy on students behaviors in secondary schools in Bureti Sub County.

Barratto, McLaughin and Doll (2013) in their review of the use of toke economies in various settings such as home and schools found out that the use of token economy in

literature reviewed had been lacking. They argued that more literature was found on elementary and limited in middle and high school. However, the success of token economy as behavior management system in schools, prison, military organization and hospitals cannot be underestimated. Therefore, the present study came in to fill the gap on application of token economy on bullying, drug abuse and exam cheating behavior in secondary schools in Bureti Sub County.

Further, in educational setting, Alstot (2015) carried out a study on effects of token economy in teaching second grade students on physical education overhand throw performance. The findings revealed that implementing the token economy had a positive impact on the overhand throw behavior. Therefore, the present study was interested to bring forth the influence of tokens economy on students' behaviors' bullying, drug exam cheating in public secondary schools in Bureti Sub County.

The success of the token economy in the special needs led to the regular classes adopting the same. For example, in regular education classroom setting involves the use of poker style chips. The students earn chips for returning assignment on time, performing deeds of kindness and demonstrating appropriate behaviors. The cornerstone of this research is to examine effects of token economy on inappropriate behaviors found in secondary schools in Bureti sub- county schools. There had been no research connecting the application of shaping, token economy and praise in dealing with students' behaviors in high schools.

Igwebulke, Ihiegbulem and Ihiegbulen (2011) carried out a study on effects of token economy on academic achievement of secondary school students. In their study they found out that academic achievement of the students who were motivated by use of

token economy increased their performance as opposed from those who did not. The study brought forth effectiveness of token economy on academic performance. However, the present study fills the literature gap when it sought the influence of token economy paired with shaping and praise on addressing exam cheating, bullying and drug abuse in secondary schools in Bureti Sub County.

Schuler, Neyman, Chung and Troup (2016) did a study to increase on task behavior for male high student with Asperger's Syndrome using token economy paired with specific praise. They found out from the result of experimental study that a token economy program with praise is effective in increasing on task behavior. However, the present study was based in Bureti secondary schools on students' bullying, drug abuse and exam cheating behaviors. The findings revealed a knowledge gap on influence of token economy programme with praise on students bullying, drug abuse and exam cheating in secondary schools in Bureti Sub County.

Thomson (2006) suggested six main elements that every token economy has to have to be successful. The first element consists of items called tokens, tokens are anything that is visible and countable those really have no value of their own. They are usually collected and exchanged for meaningful objects , privileges or activities examples of tokens are stickers, play money or points tallies. The present study examines whether token economy employed by teachers in Bureti sub county schools are in line with this elements.

The Second element was to clearly defined target behavior. In the present study the target behaviors were non bullying, drug abstinence and honesty in exams. Thirdly,

token economy should have backup reinforcers. Backup reinforcers are meaningful objects, privileges or activities that individuals receive in exchange for tokens. Some examples of backup reinforcers are food items, extra free time or outings. The backup reinforcers used in the present study were money, students' trips and watching favorites. The fourth element was to have a system for exchanging tokens. The fifth element is to have a system for data recording. Finally, the last element is to have consistent implementation of the token economy by staff.

Researchers have examined the effects of token reinforcement in classrooms and have found them to be effective across a variety of academic areas, including math's behaviors (McGinnis, Friman & Carlyon, 1999), reading behaviors (Ayllon & Roberts, 1974) and class participation (Boniecki & Moore, 2003). These studies found out that token economy was effective in controlling students' behaviors. In this study, token economies techniques were looked at in light of addressing students' behaviors exhibited by secondary schools which were inappropriate. These behaviors included, bullying, cheating in examination, drinking and smoking (Nyaga, 2004). Teachers handling learners with this inappropriate behaviors may at times be in a dilemma on which way to overcome challenging students behaviors.

2.5.3 Praise Techniques and Students' Behaviors in Secondary Schools

Praise is an intervention that can be used to improve students' outcomes. The impact of praise on students can be thought of as falling into three broad categories: academics, behavior and self-concept (Beaman & Wheldall, 2000). The term praise means to value highly (Burnelt, 2002). It involved commending someone for their worth or expressing approval of someone. Praise may be verbal and spoken directly to

the person or object of admiration such as telling a student that they did a great job completing a difficult math problem or it can be in written form such as “Excellent job” on returned test.

Praise is most effective when it includes specific information about the behavior that is being praised, comes soon after behavior and is focused on process variables such as effort and perseverance. Praise is given for academics more than social behaviors, which could leave out our most struggling students (Beaman & Wheldall, 2000).

Secondary schools students often misbehave to attract peer attention. Therefore, students’ behaviors such as bullying, drug abuse and exam cheating are as a result of seeking recognition. If teachers recognize students for their good behavior in front of their peers is a good way for students to receive positive attention that can help to build their self-esteem and motivate them to keep receiving that same attention (Holas & Huston, 2012). It is for this reason that there was need to revisit benefits of positive reinforcement that cannot harm the student but changes misbehavior.

Previous studies have been carried out on effectiveness of positive reinforcement in classrooms. For example Burnet (2006) investigated the students’ perceptions of frequency of teacher feedback praise as reinforcement strategies in New South Wales and found that, feedback impacted directly on students’ relationships with their teachers. Burnet (2006) did not explore specific praise combined with shaping and token economy in influencing secondary schools students’ behaviors of bullying, drug abuse and exam cheating which the present study looked at to fill the literature gap.

Another study by Maori (2008) investigated the classroom management strategies among 50 selected teachers in New York school. The findings revealed that most teachers reported to using social reinforcement such as verbal praise, positive feedback, and use of token, use of privileges such as extra computer time, positive touching and positive note home to parents. However, the present study looked positive reinforcement such as verbal praise, writing praise note, recognition in front of peers and school assemblies praise to influence students' bullying, drug abuse and exam cheating.

In Kenya, Nyang'ara, Ndeke, Mutisya and Aloka (2015) carried out a study on classroom instructional reinforcement strategies and factors that influence implementation used by primary school teachers in Kikuyu district of Kenya. The study was guided by operant conditioning theory. In their findings reported that social reinforcement in form of praise was the most popular reinforcement strategy used in classroom teaching followed by tangible items, activity and tokens in that order. This reveals that teachers recognize and use praise techniques to motivate students. However, Nyang'ara et al. (2015) carried their study in primary and did not look at disruptive behaviors such as bullying, drug abuse and exam cheating. The present study investigated influence of praise, shaping and token economy on bullying, drug abuse and exam cheating among secondary school students in Bureti sub county of Kenya.

Teachers often use praise statements in an effort to diversify the techniques used in the classroom and to recognize students' performance (Partin, Robertson, Maggin, Oliver & Weliby, 2009). Teacher praise is an affirmative statement delivered by the teacher immediately following the completion of a specified academic or social

behavior. The present study added literature by looking at influence of praise on students' bullying, drug abuse and exam cheating behaviors.

Moreover, when teachers do use praise, it is far more likely to be for academic than social behavior, further reducing accessibility to praise for students with academic and behavior difficulties (Chalk & Bizo, 2004). Despite decades of evidence supporting praise as effective intervention, there is little evidence of targeted use of praise in secondary schools on students bullying, drug abuse and exam cheating behaviors.

Research has shown that positive reinforcement in general is effective in motivating students to do well academically and socially (Burnett, 2002). The present study looked at how praise and approval would be applied by secondary school teachers to deal with inappropriate behaviors: bullying, drug abuse and exam cheating. However, teacher praise may not be considered a reward for each and every student. Therefore; it made it necessary to study a combination of behavior modification techniques, shaping, token economy and praise.

Praise came as a result of operant conditioning theory. The theory posits that reinforced behaviors increase and punished behaviors decrease because of the learned association between the behavior and the consequence (Skinner, 1938). Alone praise is seen merely as verbalizations, but after repeated pairings with naturally reinforcing or punishing consequences, praise develop social meaning. Operant theory could help explain the process through which praise and reprimand help socialize compliance. When faced with an external stimulus to act, children like other creatures react to the benefits of one action compared with other actions. The fact that students' struggling to come out of bullying, drug abuse and exam cheating receives reinforcement from

their actions makes it difficult to stop these behaviors. When teachers praise students on non-bullying, drug abstinence and honesty in exams, after sometimes they would associate these behaviors with pleasant consequences.

Teachers often use praise statements in an effort to diversify the techniques used in the classroom and to recognize student performance (Partin, Robertson, Maggin, Oliver, & Wehby, 2009). Teacher praise is an affirmative statement delivered by the teacher immediately following the completion of a specified academic or social behavior (e.g., correct academic response, work completion, following rules; Haydon & Musti-Rao, 2011). Specific, teacher initiated, verbal feedback is a powerful agent to promote academic success (Fefer et al., 2016). In addition, praise from teachers can decrease disruptive behaviors, increase on-task behavior (Sutherland, Wehby, & Copeland, 2000), and enhance motivation, resilience, and persistence on challenging tasks (Dweck, 2007). Praise statements can be delivered in the classroom as a form of incentive. This type of incentive demonstrates acceptance or approval by the teacher towards the actions of students.

According to Haydon and Musti-Rao (2011), praise statements can be broadly categorized as general praise and behavior-specific praise. Statements such as “good job” or “nice work” are examples of general praise. These statements help build student confidence and reassure them of the work they are doing and to continue working hard to keep getting recognized for their work and effort. Praising statements can be vary depending on the situation or behavior that the teacher addressing or they might just be regular praising statements that do not necessarily address any specific behavior (Haydon & Musti-Rao, 2011).

Middle school students often misbehave to attract peer attention; yet, recognizing students for their good behavior in front of their peers is a good way for students to receive positive attention that can help to build their self-esteem and motivate them to keep receiving that same attention (Holas & Huston, 2012; Madjar & Cohen-Malayev, 2016).

Teacher praise as contingent on, or as a consequence of, appropriate student behaviors is a classroom and behavior- management strategy with a long and thorough base of empirical support. Across age groups and irrespective of disability, teachers' use of contingent praise effectively reinforced, or increased, a variety of appropriate student behaviors and academic skills, including following directions , engagement in instruction (Brodén, Bruce, Mitchell, Carter, & Hall, 1970), on-task behavior (Ferguson & Houghton, 1992; Sutherland, Wehby, & Copeland, 2000), correct academic responding (Sutherland & Wehby, 2001a), and work accuracy and completion (Craft, Alber, & Heward, 1998). In addition, the skilled use of contingent praise to increase positive behavior has been shown to simultaneously decrease problem behavior. Specifically, praise of positive behavior decreases disruptive behavior and inappropriate talk and turning around in seat, whereas praise combined with decreased attention to problem behavior lead to decreases in talk outs and arguing with teacher requests as well as other disruptive behavior.

Proximity praise is one proactive strategy that is used to promote class wide appropriate behavior and increase compliance in all children in a classroom. It includes a teacher praising or giving attention to students who behave appropriately. This allows other students in the class, particularly those in need of extra behavioral

support, to learn or be reminded, through observation, of the behaviors that are appropriate and that will lead to praise and attention from the teacher. This technique builds children's self-esteem, reinforces their sense of competence, and increases their internal motivation (Green, Davis, Nltemeyer &Ritz, 2014).

In addition, it has been suggested that praise is more effective when it is immediate, descriptive, and specific (Sutherland, Copeland, & Wehby, 2001). Delivering praise in this manner provides the student with more clear information regarding the appropriate behavior he or she exhibited that merited praise, thereby increasing the likelihood of the appropriate behavior occurring again. However, despite a large body of literature supporting the use of contingent praise, researchers have indicated that praise is not used at an appropriate level in classrooms with Gable, Hester, Rock, and Hughes (2009) noting that teachers commonly overuse reprimands and underutilize praise when specific training has not been provided.

As instruction alone is insufficient to ensure the maintenance of expected behaviors, procedures for reinforcing such behaviors are essential to any school-wide discipline program. This encouragement may come in many forms. In addition to praise and acknowledgement of appropriate student behavior by school staff, many schools using a PBS approach also make use of token systems or prize coupons to provide increased incentives for positive behavior (Lewis & Sugai, 1999). For example, all teachers can be given tickets or "Gotcha" coupons for distribution to students they observe complying with the school's behavioral expectations. Coupons may be subsequently "cashed in" for prizes or special privileges. Although the tangible rewards provided area considerable motivation for many students, the critical component of such a system involves the social acknowledgement and definition of appropriate behavior

(i.e., when a teacher states upon giving a token “You did a great job of being respectful by raising your hand.”) (Lewis & Sugai, 1999).

Therefore, teachers in secondary schools sets programs that are informed by the operant notions that praise could reinforce compliance if sufficiently rewarding. Praise gains its reinforcing power over time from repeated pairings with other natural reinforcers, including contingent attention and material rewards. Some psychologists have argued that praise increase the likelihood of compliance (Jones, 2003, Matheson and Shiver, 2005).

This research presented guideline for increasing teachers’ effectiveness on use of praise as preventive measure for reducing problem behavior in secondary schools in Bureti sub-county. In general direct observation of classroom interactions reveal that student identified as having or being at risk for emotional or behavioral disorders encounter high rates of negative or neutral interaction with their teachers and receive high rates of teacher commands (Lago-Dellalo, 1998; Wehby Symons & Shores, 1995). Further, these students receive more attention from their teachers following inappropriate behavior and little of their teachers’ attention for engagement in appropriate behavior (Lago-Dellalo, 1998; Nelson & Robert, 2000). Students who exhibits problem behaviors may not encounter instruction-rich and academically supportive classroom environments (Levy & Vaughn, 2002). Therefore, teachers have little interest to deal with students problematic behaviors and their tendency to reprimand instead of employing praise techniques to correct misbehavior leads to entrenched indiscipline among students.

Although previous studies had been conducted on the effectiveness of teacher praise and positive reinforcement on students with emotional and behavioral problems. There is no literature when it comes to application of the school-wide programmes using behavior modification shaping with token economy and praise to handle bullying, drug abuse and exam cheating in secondary schools in Bureti Sub County.

2.6 Influence of Behavior Modification Techniques on Students' Drug Abuse in Secondary Schools

Several studies have been done in Kenya targeting secondary school student's drug abuse. Schools have experienced several problems associated with drug abuse including poor health, examination failure; drop out from schools, suicides, unplanned pregnancy, arson, violence, strikes and truancy (Otieno, 2012).

In Nigeria acts of indiscipline among student have been blamed on use and abuse of drugs leading to establishment of comprehensive drug abuse education and prevention plan, which involves students, teachers, parents, and other members of the community (Odejide, 2006). The present study presents a school-wide programme to curb abuse of drugs in Bureti sub county secondary schools. This programme applies tested behavior modification techniques shaping, token economy and praise which can be utilized by secondary schools teachers to curb drug abuse.

In Kenyan secondary schools drug abuse is a challenge that needs to be addressed. This is evident by the research presented at national conference on alcohol and drug abuse held at Moi International Sports Centre by Maithya. The study carried out in nine schools which represented 360 students and 18 teachers, found boy's boarding schools to have the highest rate of drug abuse with almost half of them 45.3 percent

found to be taking the substances (The Standard, 26th July, 2013). Drug and Substance Abuse is one of the major public health problems in Kenya.

Its prevalence is estimated to be highest among young adults of age's 15-29 drug abuse which cuts across gender, race and Nationality in Kenya (Republic of Kenya, 2008). These age bracket of 15-29 are secondary schools students who need behavior modification techniques of shaping, token economy and praise so as to stop addiction of drug abuse.

Kingendo (2010) found out that in Kenyan secondary schools 80% of students were already alcohol addicts before joining secondary schools. The common drugs and substances abused by students in schools are alcohol, tobacco, hallucinogens (aerosol, gasoline, petrol spray, glue) and stimulants (cocaine, miraa). The fact that students come to secondary schools while addicted requires teachers to employ behavior modification techniques that would gradually reduce their addiction until they stop taking drugs completely.

The mythology behind drug abuse world over has helped fuel the menace among students, who believe that drugs enhance their independence, courage, alertness and class performance (Gitau, 2007). This however, is not the case as it leads to rebellion, theft, and bullying among students posing a great challenge to school administration and has been named as one of the major causes of strikes in schools and colleges (Ng'ang'a, 2003; Poipoi, 1999). Like in Bureti Sub County in which this study is based, Tulwet boys, Tengecha boys who have experienced arson in last one year cite drug abuse as a major cause.

Students in secondary have been reported to engage in alcohol drinking and smoking (The Standard, 26th July, 2013). The problem of smoking by students is that they miss classes and eventually score lower grades in examination (Cregory, 2010). The smoking habit therefore poses a serious problem in secondary schools. In this study, ways of alleviating drugs and smoking was discussed using shaping, token economy and praise techniques.

At school level, the Ministry of Education (MOE) has integrated drug education components into the existing school curricula, in Social Studies at the primary level, and in Religious Education at secondary level (Kenya Institute of Education Syllabus, 2004). Despite Religious Studies being effective it is elective in Kenyan secondary schools hence some students do not learn it; and this compromises its benefits in curbing drug abuse (Cheloti, 2013). The present study of influence behavior modification techniques was school wide behavior modification programme to address drug abuse.

Additional methods include suspension, expulsion, official mention and rewards as modes of behavior control (Khanyisile, 2005). This study by Khanyisile (2005) takes cognition of rewards and praise as behavior modification techniques. However, did not study how these techniques influence drug abuse in secondary schools. The present study done at Bureti Sub County secondary schools emphasized the use of behavior modification techniques, shaping, token economy and praise to curb students' drug abuse.

The world Drug Report (2011) indicates that guidance and counseling has been used world over as first line intervention to Drug abuse among youth(UNODC, 2011).Despite its effectiveness a study in Kenya (Cheloti, 2013) found out that guidance and counseling in Kenyan secondary schools is not popular as students attending the same are stigmatized. Further, it emerged that majority of the teacher counselors lacked the specialized skills in drug abuse counseling which agree with Kingendo (2010).Therefore, the present study is justified as it brought additional school wide drug interventions techniques to be used in secondary school to deal with drug abuse.

Approaches and strategies used in control of drug abuse in schools vary from one school to another. In many schools, the most common methods include drug preventive programmes such as creation of awareness of drug abuse dangers through guest speakers, general Guidance and Counseling sessions, integration of the topic in some relevant subject, use of Songs, drama, poems, debate and speeches (NACADA, 2003; Orifa,2004). Other schools prefer the use of verbal warnings, corporal punishment, parental involvement and Suspensions to discourage drug abuse (Orifa, 2004; NACADA; 2007). However, suspension, corporal punishments are futile and less effective. In fact, studies have revealed that despite harsh methods used, if there is no clear policy used, incidences of drug abuse will continue to increase in schools (Ndetei *et al.*, 2009).

It is from this background that the present study looked at behavior modification techniques that use positive reinforcement; shaping, token economy and praise techniques as intervention to control drug abuse in public secondary schools in

Kenya. These behavioral approaches to teach drug abuse focus mostly on teaching and reinforcing new skills, behaviors and new ways of thinking and coping so as to complete with or minimize drug using behaviors(Kaminer,2011).

Behavior modification techniques advocate for encouraging healthy changes in adolescents with immediate rewards for positive changes in behavior, such as negative urine test or meeting treatment goals for those who have been abusing drugs (Kaminer et al. 2011).This approach, based on conceptual framework of analysis and pharmacology, regards substance use and relate behaviors as operant behaviors that are reinforced by the effects of drug involved. Following the operant conditioning model, the adolescent's drug abuse will subside when tangible incentives are offered for abstinence. These incentives include low- cost prizes or cash vouchers that are redeemable for gifts cards to get food, holiday trip , having a party or other goods the youth finds rewarding(Kaminer et .al, 2011).In present study teachers used students' trip ,money, having a party or watching favorites to influence students' drug abuse.

The present study examine the influence of three behavioral techniques shaping, token economy and praise techniques .These techniques have been found to be effective in decreasing alcohol by college students (Fourinier, 2001).This three behavioral technique are anchored on operant conditioning as espoused by skinner. The theory is that behavior is controlled by its consequences.

Fourine (2001) carried out experimental on college student to reduce alcohol and substance abuse. The behavior of drinking alcohol is reinforced by natural consequences of its use. Moderate levels of alcohol can elicit relaxation and facilitate social interaction, but high levels of alcohol can impair judgment and slow reaction time. So drinking alcohol safely requires a certain degree of competency, which can

be shaped through natural consequences. Differential reinforcement a component of shaping describes relationships in the environment and helps establish individual performance skills (Skinner, 1938).

To date percentile shaping schedules have been employed to shape smoking cessation (Lamb, et. al, 2004). Differential schedules of reinforcement are effective in reducing the occurrence of a target behavior. 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.

Further, the study by Lesage (2009) revealed that providing reinforcement contingent upon drug abstinence can lead to a reduction in drug abuse. This agree with a study by Aless, Badger and Higgins (2004) who used contingent management techniques to gain control over smoking cessation rates over a period of 12 days to more closely resemble the 2 week abstinence period commonly reported in clinical trials. All the participants were over 18 years and smoked at least 10 cigarettes a day. Participants were assigned two groups. One group incentives were contingent upon abstinence and other group incentives were not contingent on abstinence. The participants in the contingent condition received monetary reinforcement after each sample was submitted if they were abstinent. The results revealed that the contingent condition, 86% of participants submitted samples meeting the abstinence criteria, whereas only 5% of all participants met abstinence criteria in the non-contingent group.

Therefore, the study by Lesage (2009) and Aless , petry and Urso (2008) underscored the importance of shaping techniques in drug abuse stoppage. Teachers in secondary schools could use successive approximation to deal with smoking and alcohol behaviors. Students smoking certain number of cigarettes by day or week could be worked out and any slight reductions of cigarette intake could lead students getting incentive contingent upon abstinence. This however, requires honesty in students and eventually smoking will be stopped. This study argued that the same could be done on those students using alcohol or other drugs.

Key (2011) carried out a study on application of behavior modification using prize based reinforcement to encourage smoking cessation among college students. The purpose of that study was to determine the effectiveness of intermittent prize based schedule to reinforce smoking abstinence in college. The study had 7 college students who participated for 10 days. The participants were informed of the bonus prize when they have finally met target of total abstinence. After the training they stopped completely but this was done gradually aided by reinforces in the early treatment as they wait for the final draw. Simply meeting the criteria can serve as reinforcement especially if researchers provided social reinforcement such as “good job” to participants for meeting the criteria. This research was experimental and used for college students. However, the present study suggested that the same could be applied in secondary school students with smoking and alcohol problems.

However, the use of money has raised some ethical concerns because of issues regarding giving money to substance abusers. The concern has been that they will use the money to purchase drugs, but this has never been proven to be so. A research by Reynolds, Dallery, Schroff, Patak and Leraas (2008), while monitoring four

adolescents for smoking abstinence found out that all participants achieved prolonged abstinence when money was delivered contingent on CO levels. Nevertheless, today typical contingent management treatments use vouchers instead of money (key, 2011).The present study employed money as incentive to stop drug abuse in secondary schools in Bureti Sub County.

Lamb, Galbicka, Morral and Kirby (2005) examined the use of contingent management in smokers who reported no intention of quitting. Smokers with no intention to quit are identified as hard to treat and contingencies for abstinence are typically not effective for this group. Percentile schedules may shape reduced carbon monoxide breath readings which may be helpful for this hard to treat group. Percentile schedule set reinforcement criteria such that behavior in the best xth percentile or better of an individual's recent behavior is targeted for reinforcement (Lamb, Galbicka, Morral & Kirby 2005).

Using a criteria based on reductions in breath CO levels would more closely resemble behaviors that already exists in an individual's repertoire because they would reduce their smoking levels instead of quitting (Lamb et.al.2005). This study used monetary reinforcement; the present study argues that monetary tokens awarded to secondary schools students struggling with smoking behaviors help them to quit smoking. While previous studies (Lussier, *et al.*, 2005; Lamb *et al.*, 2005) have shown contingent management to be an effective treatment for smoking , few secondary schools implement these techniques. Few secondary schools offer cigarratte prevention programs, even when students express desires to quit.

Also, Erickson (2012) researched on smoking cessation program using vouchers with individual with traumatic brain injury. The study was conducted at a residential facility that houses individuals with traumatic brain injury and history of substance abuse. Vouchers were delivered.

Contingent on reductions of carbon monoxide of 5ppm or less across shaping phase which was effective in controlling smoking behaviors. The present study was based at Bureti Sub County public Secondary schools and narrows itself to behavior modification techniques of shaping, token economy and praise on students' drug abuse.

Studies by (Aless, et al; 2008, Petry & Martin, 2002) show that intermittent schedule of reinforcement is an effective way to increase abstinence rates. They also show that these schedules may produce more long term treatment effects and more cost efficient than continuous reinforcement procedures. This could make it easier to implement in schools settings. For example, in secondary schools students with smoking problem, the behaviors which have been paired with smoking could be replaced with alternative forms of behaviors and reinforced. If students smoke when bored, they can carry around something else to do such as crossword puzzles or interesting story book or fieldwork, or chewing gum instead of smoking.

Lamb, Kirby, Morral ,Galbicka and Iguchi (2004) 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, Lamb et al. (2004) increases the frequencies and builds the larger units by which success is measured. Their study agreed with that of nicotine replacement therapies (Yudkin, Jones, Lancaster & Fowler, 1996). Roll & Higgins, (2000) showed that escalating payment schedules increases the likelihood of continuing to meet the reinforcement criterion once it has been met. Shaping can be used to treat other addictions as well. Preston, Umbicuit, Wong and Epstein (2001) showed its potential utility in treating cocaine addiction. Therefore, extending shaping to other interventions focusing on increasing or decreasing a single behavior can be measured. For example, rather than requiring complete abstinence for incentive delivery, one could require that the current a measure of smoking in the last day be less than any of the previous nine days.

A sample that meets this criterion would be the sample nearest to abstinence of the last ten samples collected, that is, it was better than nine of the last 10 samples, and such a sample would occur 10% of the time. This is a fairly stringent criterion, but it does not require complete abstinence for incentive delivery. By adjusting the number of previous samples that the present sample must be better than, any probability of earning an incentive can be achieved. Thus, if the current sample must be better than only three of the last nine samples for instance, among the seven best of the last ten samples, it will do so 70% of the time (producing an incentive on this same 70%). Percentile schedules, thus, deliver incentives following an individual's better behavior.

As the individual's behavior changes, the percentile criterion remains constant, but the CO level that corresponds to that criterion changes as the samples comprising the comparison distribution changes. We have found that with HTT smokers, making it

more likely that an individual earns incentives (as with the 70th percentile schedule just described) is more effective than making it more difficult for the individual to earn an incentive for example, requiring the current sample to be better than all of the last nine; Recently, we showed that percentile schedules could shape reduced smoking and increase abstinence in smokers without plans to quit (Lamb, Morral, Kirby, Javors, Galbicka & Iguchim, 2007).

The present study, suggested the use of shaping to handle smoking behaviors of students in secondary schools. Teacher requires these techniques so as to manage smoking behaviors. The effectiveness of shaping in stopping smoking in different topographies has been study for instance, Lamb et, al (2004) in their study 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. For example rather than requiring complete abstinence for incentive delivery, one could require that the current carbon monoxide sample be less than any of the previous days. By adjusting the number of previous samples that the present sample must be better than, any probability of earning an incentive can be achieved. This incentive would only be delivered following an individual's better behavior.

Students who are smoking and drinking alcohol are managed through token economy techniques. Teachers in Bureti sub county secondary schools once they have identified students struggling with smoking behavior will deal with them using token economy. The first step is to teach them expected behaviors then when the students reduce gradually their smoking behavior they earn tokens which later are exchanged

for their favorite privileges. This will go on until the smoking behavior is eradicated completely. Students who are alcoholic were handled in such a manner so as to stop alcoholic drinks. Whenever they display appropriate behaviors teacher will award them tokens. These inappropriate behaviors of smoking and alcohol abuse could be handled successful since token economy has been used to remediate problems of seriously mentally ill patients in mental hospitals (Lieberman, 2000).

Therefore, the present study took a survey on how teachers in Bureti sub county secondary schools deals with smoking and alcohol abuse among students. The study suggested the use of behavior modification techniques: shaping, token economy and praise. Students abusing drugs would be put in a programme that involves teaching them expected behavior. In this case how to quit abuse of drugs. Secondly, teachers would identify successive approximation to be used. The step of quitting is broken done into manageable levels of students, based on the current conditions. Fourthly, students abusing drugs were reinforced each time they reduced smoking or alcohol drinking by reinforcing the shorter periods of abstinence, the longer periods of abstinence typically is reinforced. Reinforcing these smaller units, Lamb et al. (2004) increases the frequencies and builds the larger units by which success is measured.

Roll and Higgins, (2000) showed that escalating payment schedules increases the likelihood of continuing to meet the reinforcement criterion once it has been met. The present study investigated how teachers are using token economy both monetary and non-monetary to influence drug abuse in their schools. The questionnaire and interview unearthed the use of shaping, token economy and praise to address students' drug abuse in Bureti Sub county secondary schools.

2.6.1 Influence of behavior modification techniques on students' exam cheating in secondary schools

Students may cheat in exams or tests. This may come as result of pressure to performance increases. Kenya National Examination Council has put stringent measure to curb cheating (MOE, 2010).Despite the legal framework put in place, examination irregularities have occurred with every release of KCSE results. This was due to examination malpractices. In Kisii boys' secondary school, students went on rampage and set a dormitory on fire complaining that those who scored below 40% in mathematics and science were forced to repeat classes (Rono & Gichana, 2006).

Another study in the same county by Nyamwange, Ondima and Onderi,(2013) found out that the causes of exam cheating is mainly pressure from parents, teachers, peers and society in general. The records found at Bureti sub county office indicates that in KCSE of 2014 a total of 104 students cheated and exams cancelled. This makes it important for a solution to this problem to be sought. The pressure to perform in exam may cause students to develop anxiety which have negative impact on their academic performance. No systematic studies have been done to document the use of behavioral modification techniques; shaping, token economy and praise in curbing widespread cheating in exams.

Griggs (2000) found out that cheating can be reduced by creating a culture of reading and learning in the classroom. Students are trained to work on mathematical exercises daily in the morning so as to develop their confidence in it. Also they are given story books to read. Further, the present study sought to bring forth the aspect of positively reinforcing the learners to develop such culture as reading and learning. In shaping

techniques the culture of reading and learning in the classroom could not be waited to occur especially when the same is lacking. What is done is to reinforce closer approximation each time the students' response is closer to our target that is reading and learning correctly.

The present study came in to address exam cheating among students' in secondary schools in Bureti Sub County. The records cases of cheating stands at five to eight cases reported annually Bureti Education sub county Office (2016).The issues of exam cheating would be addressed by use of shaping approximation of honest behavior. Wanzala *et al.*,(2016) reported that second term in secondary schools in Kenya was faced with myriads cases of indiscipline as candidates fears mock exams(Daily Nation 28th June 2016) .Candidates who have phobia towards KCSE exams, this research suggested gradual introduction of exams which are similar in manner to national exams. When the candidate's displays slight adjustment in answering questions without cheating they receive reinforcement, this is done until the learner build confidence coupled with appropriate revision.

This agreed with Ricciardi,Luisell & Camare (2006) who used shaping procedures to treat specific phobia exhibited by a child with autism. In their study, an eight year old boy with autism was differentially provided with reinforcement that is, access to preferred items for closer and closer approaches to phobic stimuli. Initially, the child was allowed ongoing access to the preferred items, regardless of proximity to phobic stimuli preferred items were then only allowed if the participant successfully approached and stayed within five meters of the phobic stimuli, then four, three, two and finally one meters. The use of this shaping procedure successfully resulted in the participant approaching phobic stimuli.

Therefore, the present study took a survey on the behavior modification techniques used by secondary schools teachers in Bureti Sub County in dealing with dishonest behavior exhibited by students in exams. The questionnaire was filled by class teachers and interviews for deputy principal that ascertain influence of behavior modification shaping, token economy and praise to curb cheating in schools. Shaping techniques advocates that teaching a behavior to student one should break it into manageable unit then begins teaching from the first step as the student approaches the target step. The target for this study was honesty in exams.

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. Measures use manages it in Kenyan secondary schools includes; punishment, cancellation, and suspension of cheating students, guidance and counseling. However the intervention so far used has not been effective in curbing the same. Therefore, behavior modification techniques shaping, token economy and praise addresses exam cheating.

In Kenya, Katemei and Omwono (2015) in a study on intervention strategies to improve students' academic performance in public secondary schools found out that students in semi-arid lands are sensitized on the importance of having good role models, punishment was administered to offenders according to their level of misdemeanor, exemplary behaviors was usually acknowledged with positive reinforcement and students were trained on how to monitor and evaluate their behaviors and goals. Desirable behavior was reinforced in schools by rewarding the most discipline students. Their study agreed that shaping, token economy and praise

which use positive reinforcement can be used to change students' exam cheating behaviors.

The present study in Kericho County was on influence of shaping techniques in learner's readiness towards exams. In shaping techniques training an organism on new behavior one should employ successive approximation towards the target behavior. Examination need to be broken down into small sections. In operant shaping the learner need to be taught first then few questions administered. For example a standard exam with twenty items could be broken down into five sections. The first section would contain five items.

In behavior modification of shaping technique it is important that the concepts of the said five items be taught first before administering the test. When students answers one question correctly out of the five and receive reinforcement the behavior is approximated towards the ultimate target of five items. Depending on the students ability the teacher moves to ten items on the test and more reinforcement when the learner answers even less than half of the tested items .The third section the teacher will give out fifteen item of the total twenty. The low achievers who attempt and get below half and are positively reinforced would work harder in the next exams. Finally, the teacher after several trials would administer all the items in the question paper. It is argued in this research that the more students receive positive reinforcement the more they build on self-esteem and confidence in tackling examination.

Igwebulke, Ihiegbulem and Ihiegbulen (2011) carried out a study on effects of token economy on academic achievement of secondary school students. In their study they found out that academic achievement of the students who were motivated by use of

token economy increased their performance as opposed from those who did not. The study brought forth effectiveness of token economy on academic performance. However, the present study looked at the influence of token economy paired with shaping and praise on addressing exam cheating, bullying and drug abuse to fill the literature gap.

The use of incentives as form of extrinsic motivators such as homework passes, extra credit, food, or praise statements have been used by teachers to recognize students work and behavior in classroom (Eckert & Little, 2004). Depending on behavior, students have an opportunity to earn the predetermined incentives , such as homework passes, praise, free time on computer, extra points or the whole class might earn free day for getting high scores on test (Eckert & Little, 2004). However the present study fill in the literature gap by bringing the use of token economy and praise techniques to deal with student exam cheating. This study suggested that a class that has experienced academic dishonesty would be taught the expected behaviors as they move towards the target behavior then incentives are awarded.

Bettinger (2010) study the effect of direct incentive for higher grades in primary schools in Cushton, Ohio, in which a foundation sponsored a study so that students could receive as much as \$100. In the study it was established that incentives improves grades in math's achievement among students in primary. This agreed with a study by

Leuven, Ostreebeck and Vander Klauw (2010) which found out that providing incentives to first year students economics and Business students at University of Amsterdam for passing all first year requirements within one year had a positive effect on academic performance. Therefore, the use of token economy techniques can stop students' exam cheating in Bureti Sub county secondary schools.

Hopewell and McLaughlin (2011) paired a token economy with a reading intervention. The main goal was to improve reading skills. The token economy was used to improve task focus. The reading intervention was very successful with all participating students. The authors note of the great, positive impact of the token economy. The token economy led to more focus on the reading intervention which led to more reading confidence which spilled into improved performance in other subject areas. The token economy also led to the students being more willing to work with any teacher. The token economy was noted by the authors to be the perfect choice to pair with the reading intervention. However, the study by Hopewell and McLaughlin did not look at influence of token economy on students' exam cheating. The present study filled the literature gap by looking at the influence of token economy on students' exam cheating behavior.

Wagner and Riener (2014) conducted a field experiment in 25 secondary schools (Middle Schools) in North Rhine Westphalia, Germany. The purpose of their study was to test the power of social incentives on student test scores. The results indicated that social incentives were an effective method to increase test scores. Using social incentives, the students' attention and focus was on the class lessons that prepared them to achieve a high score on the test, which increased student school performance.

Students also demonstrated high levels of persistence and motivation at the time of taking the test. Qualities such as persistence are essential in creating lifelong learners and these qualities can be promoted through the use of praise. Therefore, praise was effective techniques to deal with dishonesty behavior in schools.

Research has found numerous academic impacts for students with increased use of praise, including completion of more items and more accurate completion of work (Sutherland & Wehby, 2001). Students also have increased time on task, more attending behavior, more altruistic behavior and less disruptive behavior (Chalk & Bizo, 2004). The increase in task completion build on confidence on secondary schools students leading to decreasing in exam cheating.

2.6.2 Influence of behavior modification techniques on students' bullying in secondary schools

According to Standard Digital newspaper, Bullying in Kenyan schools stands at 57 per cent for students who are bullied on one or more days in a month. Bullying in Kenyan schools has no gender preferences as the vice is widespread among adolescent female students (Kigotho, 2017).

Horner (2012) explains that bullying behavior provides the perpetrator with attention he or she may be seeking from bystanders, the victim, or school staff and it may give access to things such as materials or activities, one approach for reducing bullying in schools is positive behavioral intervention supports. This approach advocates for clear expectations and rules. Teacher identifies positively stated expectations to be followed. These may include “be safe”, “be respectful.”

The Missouri Department of Elementary and secondary Education (2013), states that the strategies to curb bullying are connected to classroom rules and should be utilized in calm and respectful manner. The first step is to teach expectation of the behavior. Tell the students the consequences of the behaviors. Thirdly praise a student who is acting appropriately and in proximity to the misbehaving students. The praise is a prompt for the student to stop the inappropriate behavior. If the misbehaving student ceases the behavior, then the teacher can praise and provide feedback to the student.

Bullying is a widespread phenomenon of concern to many students school life. Psychological and physical consequences of bullying are numerous and long in time. These effects lead to poor performance of persons involved in bullying, in emotional, social, academic and other important areas. Consequences of bullying do not feel alone in the school environment, but these consequences move also on to other social facilities. As a result of the limited literature on this phenomenon, identification of bullying's acts, prevention, mitigation and treatment of these acts do not occur in the right time and in the right way (Hasekiu, 2013).therefore, the present study added literature by looking at influence of behavior modification techniques on students bullying behavior.

Various studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behaviors (Olweus ,1993, Wolke and Samara, 2004).Bullying is prohibited in Kenyan secondary schools, yet it remains widespread through the country. The causes of bullying has problem of interaction which has root with socialization at home Wagoco (2007) explains that bullying behavior are reinforced when a bully successfully dominates a victims and does not experience negative consequences. Bullying has been cited as the major cause of riots in Kenyans

secondary schools (Wanzala *et al.*, 2016) which brings animosity between the students in senior classes and those in junior classes has cause arson and various strikes in schools.

Ong'ayo (2018) carried a study on behavior modification techniques used by teachers to change maladaptive behaviors of secondary schools students during games in Kimilili-Bongoma Sub County. She found out that (72.5%) of teachers use punishment as behavior modification technique to handle bullying behaviors of students. The least used behavior modification technique was reinforcement at (7.7%). This research done at Bongoma secondary schools revealed that punishment was the common behavior modification technique used to handle students' bullying behaviors. Punishment of bullies in schools goes against the principles of operant conditioning theory outlined by B.F. Skinner who advocated for shaping, token economy and praise as reinforcement techniques to influence change of maladaptive behaviors.

The study by Ong'ayo (2018) demonstrated that teachers in secondary schools were not using behavior modifications that positively reinforce students towards non-bullying. Teachers need to establish school-wide instruction on the behaviors that are expected. Rather, than focusing on rules about what students should not do, the staff teaches a small number of positively stated expectations to all students. For example respect, be responsible, be safe, and show kindness.

Responses to bullying primarily employ tactics of exclusion and punishment. While these reactions are necessary at times, decades of research have revealed their clear

insufficiency. As a primary response, exclusion and punishment have been ineffective at producing long-term reductions in problem behavior (Costenbader & Markson, 1998). In particular, punishment in schools without a proactive support system has been associated with increases in aggression, vandalism, truancy, and dropping out (Mayer, 1995; Mayer & Sulzar-Azaroff, 1991). Instead, collective research efforts to date point to the need for an effective school-wide framework for implementing and sustaining bully prevention efforts (Espelage & Swearer, 2004). This framework should include behavior modification techniques; shaping, token economy and praise techniques.

A matrix operationally defines those expectations in each school setting, and posters are displayed around the school to describe what the expected behaviors look like. These posters make the expectations easy for students to learn and remember they prompt staff to recognize appropriate behaviors and increase the consistency of staff response (Ross & Horner, 2009). The expected behaviors in the present study was appropriate social interactions especially to those students' with bullying behaviors. Therefore, the use of shaping, token economy and praise techniques addresses bullying behaviors.

After the behaviors expectations are defined and taught explicitly, schools implement a system of reinforcement for following the expected behaviors. This study suggests that they need to break non-violent interaction into manageable units. The premise in shaping is to teach appropriate skills so that the bullies will have alternative social interaction.

Finally, after the problem-solving team is established and behavioral expectations are defined and taught explicitly, schools implement a system of reinforcement for following the expected behaviors. This school-wide reinforcement system helps develop a positive school culture, increases skill acquisition, and augments skill maintenance. Research has demonstrated that the use of such a system contributes to more consistent attendance, higher student achievement, prevention of peer conflict, and reduced incidents of bullying (Malecki & Demaray, 2004).

Those students who bully others are lacking the necessary social skills. The teacher should teach appropriate skills with close monitoring systematically step by step. Whenever, slight request is noticed on the students, teacher should positively reinforce by recognizing such attempts. This can be immediately by praising or giving them rewards until the student has displayed appropriate non bullying behavior. This research suggested teaching them the need of appropriate social interactions. Secondary schools students are in adolescent stage and are lacking social skills and proper communication. If the senior class bullies junior classes every day when teachers are not around, then teachers will first explain to them the negative impact of bullying. The target behavior will be set and broken down into manageable steps. The responses such as respect, use of polite language will be reinforced.

Okoli (2002) affirmed that by using successive approximations, individual being trained to acquire new behaviors was reinforced each time he or she exhibits responses that are similar to the final goal, while those responses that are not similar to the target goal are not reinforced and as such they get eliminated. Students with

bullying behaviors will receive reinforcement for polite interaction, respect and show of kindness. On the other hand, bullying behavior will be ignored.

Research states that bullying is often reinforced by peer attention and studies that have reduced peer responses to bullying have significantly reduced aggressive behavior (Ross & Horner, 2009). If this peer attention is a form in which students are seeking, this research argued that teachers should identify the variables that are generated by the peers that reinforces the bullying behavior. Teachers will positively shape those incidences that are acceptable in school environment. Others that are not are ignored.

Praise from teachers can decrease disruptive behaviors, increase on task behavior, and enhance motivation resilience and persistence in challenging tasks (Dweck, 2007). Praise is thought to increase the frequency of behavior because the positive experience of being praised becomes associated with the behavior that elicited praise. For example, in the present study, bullying behaviors exhibited by secondary school students are receiving praise from their peers which make them to repeat despite punishment by teachers. This study suggested that students bullying behaviors can be handled by teachers through praising any slight polite interaction displays by bullies towards the students. If students see others being praised for non-bullying behavior they will be motivated to stop bullying. This will be a process as they gradually change.

Weingarten (2012) opines that, token economies can be utilized to reinforce appropriate social skills when addressing inappropriate behavior. Students' bullying is

as a result of lacked of appropriate social skills. These students do not understand suitable behaviors or interactions with peers. If the student is not trained on how to interact appropriately with peers, then developing friendships and displaying acceptable adult to student interactions will become complicated. Expectations of student behaviors necessitate being educated with approved social interactive modeling. The development of the social skills will permit students that exhibit improper behaviors to produce proper relationships with peers and adults. Token economies can be utilized for social skills, bringing a tangible reward for expectations met with correct social interactions.

Secondary schools students often misbehave to attract peer attention. Therefore, students' behaviors such as bullying, drug abuse and exam cheating are as a result of seeking recognition. If teachers recognize students for their good behavior in front of their peers is a good way for students to receive positive attention that can help to build their self-esteem and motivate them to keep receiving that same attention (Holas & Huston, 2012).It is for this reason that there was need to revisit benefits of positive reinforcement that cannot harm the student but changes misbehavior.

2.6.3 Influence of deputy principals and teachers' academic qualification and experience on behavior modification techniques

The study explored factors that may directly influence application of behavior modification techniques used by secondary teachers to curb Drug abuse, bullying and exam cheating behaviors of students. Deputy Principals and teachers characteristics such academic qualifications and experience were examined.

Ouru (2008) consents that head teachers with many years of experience in handling students had a better understanding of their students. More experienced teachers do endorse proactive strategies and are comfortable with the premise of positive behavior support (Alderman & Nix,1997).Bringing experienced teachers into management skills through goal- setting, feedback and praise has been shown to be effective in enhancing teaching skills and improving academic performance (Gillat & Sulzer-Azaroff,1994), this study involved deputy principals trained to perform as role models which demonstrated that the use of praise inform of attention enhanced students' performance.

Cheloti (2009) concurs and wrote that education opens the mind of an individual to strategic thinking, better problem solving approaches and better planning with a view of reducing cases of indiscipline among students. This study established whether deputy principals and teachers experience and academic qualifications influence the application of behavior modification techniques in addressing bullying, drug abuse and exam cheating.

2.7 Summary of Literature Review

Various research studies have been carried out on behavior modification techniques on students' behaviors. Different types of behavior modification techniques abound. Various research on Shaping techniques with a range of target behaviors has been studied, including increasing the height of arm extension in an international pole-vaulter (Scott et al. 1997), increasing exhale durations as a preparatory measure for a smoking cessation study (Rae & Williams, 2002; Lamb et al. 2004), and increasing the duration of sustained interaction following a bid for joint attention in children with Autism (Gutbrod, 2014), reduction of drug abuse (Lesage, 2009), reducing alcohol and substance abuse among college students (Fourine, 2001). Each of these studies has resulted in positive outcomes through the use of shaping.

A review of literature conducted by Matson and Boisjoli (2009), found that token economies have been used successfully for different behaviors such as remaining in seat, increasing attention, increasing appropriate verbalizations and social skills, decreasing inappropriate call-outs in class, decreasing aggressive behaviors, decreasing disruptive behaviors within class, increasing academic behaviors such as completing assignments, increasing test performance. Schuler, Neyman *et al.*, (2016) found out from the result of experimental study that a token economy program with praise is effective in increasing on task behavior. The present study established the influence of shaping, token economy on students' behavior drug abuse, bullying and exam cheating in secondary schools. This was lacking in the literature review.

Across age groups and irrespective of disability, teachers' use of contingent praise effectively reinforced, or increased, a variety of appropriate student behaviors and

academic skills, including following directions , engagement in instruction (Broden *et al.*,1970), on-task behavior (Ferguson & Houghton, 1992; Sutherland et al. 2000), correct academic responding (Sutherland & Wehby, 2001a), and work accuracy and completion (Craft et al, 1998).The present study brought in additional knowledge on use of shaping, token economy and praise to influence drug abuse, bullying and cheating in exams.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was used to conduct the study. This chapter shows the research design, area of study, target population, sample size and sampling technique, description of research instruments and data collecting instruments. It shows the validity of instrument, data collection procedure, the description of data analysis procedure and ethical consideration during research.

3.2 Research Design

This study adopted the mixed methods research which included both quantitative and qualitative methods (Creswell, 2014). The use of mixed method approach helped the researcher to gain a better understanding of the study. It helped the researcher to have a wider view of the topic through the mixture of qualitative and quantitative instruments for data collection. In the quantitative approach of the study, survey research design which according to Best and Khan (2006) involves a method of data gathering from a relatively large number of participants at a particular point in time was used in collecting information from teachers. This research therefore used survey research design to find out the influence of behavior modification techniques: shaping, token economy and praise on bullying, drug abuse and exam cheating among secondary schools students.

Phenomenology research design was to elicit information from the participants. Phenomenology, according to Gall and Borg (2007) is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those

phenomena and revisit their immediate experience of the phenomena. The distinctive characteristics of phenomenology are the emphasis on participants' experiences and interpretations. The present study, sought to understand the experiences of deputy principals on the influence of behavior modification techniques on students bullying, drug abuse and exam cheating. Through the interviews carried out on deputy principals the researcher was able to get their opinions and experiences on how shaping, token economy and praise could change students' drug abuse, bullying and exam cheating behaviours.

3.3 Research paradigm

Paradigm refers to the thinking about how to conduct research on any social reality. According to Rehman and Alharthi, (2016) there are two prevailing modes of thinking about the conduct of research on any social reality which are quantitative and qualitative approaches to research. There are three assumptions along which the paradigms differ and that is, ontological where the focus is on the very nature or essence of the social phenomenon being studied, epistemological where it has to do with the bases of knowledge generation, its nature, forms, and how it is acquired, communicated and utilized and human nature assumptions where the focus is on human nature and the relationship between people and their environment. Thus social reality can either be studied quantitatively (positivism) or qualitatively (postmodernism).

This study utilized mainly the quantitative approach with the support of some elements of qualitative data. This approach was relevant because it gave the

opportunity to explain and describe the phenomenon as perceived by participants from the community.

3.3 Area of study

The study was conducted in Bureti Sub County in Kericho county of Kenya. It lies between latitudes 0.25₀ and 0.43₀ South of equator and between longitudes 3₀05₁ and 35₀35₁ East of Greenwich Meridian. It covers a total area of 1100sq.km. The study sought to find out influence of behavior modification techniques on students' behaviours of bullying, drug abuse and exam cheating.

3.4 Target Population

The population of this study involved all deputy principal and classroom teachers in public secondary schools in Bureti sub county of Kericho. The researcher used teachers and deputy principals because they are the ones who are directly concern with discipline in schools. Whereas teachers operate at classroom level, the deputy principal oversees disciplinary approaches used in schools.

The total population of public secondary schools in Bureti Sub County was 52 secondary schools with 520 teachers and 52 deputy principals (Bureti Sub County Education office, 2016).

The study was carried out in selected public secondary schools in Bureti Sub County. This was selected because it had the schools with the characteristic that was investigated. For instance, the teachers interact with students and understand their behaviors, deputy principals are in charge of discipline cases in schools.

3.4.1 Sample Procedures and sample size

3.4.2 Sampling Procedures

Simple random sampling technique was used to select 18 public secondary schools in Bureti Sub County. This was done by the use of lottery technique. The researcher wrote the names of all the public secondary schools in the sub county in small papers of same size fold them and put in one container and shook. The first 18 picked formed part of the study. According to Mutai (2000), this procedure is to be applied to ensure that the sample selection is independent of human judgment; and that the chances of selection for each member of the population would be non-zero. The deputy principals from each of the selected schools was automatic respondent for the study, from 18 selected public secondary schools 10 teachers were picked to form a total of 180 teachers.

3.4.3 Sample size

According to the report obtained from the Bureti Educational Sub County office (2016) there are 52 public secondary schools. In this research not all schools in the sub- County was visited, therefore sampling was used to make judgments about much large number of cases (Kothari, 2011).The target population for the current study consist 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 in this study to determine a sample size of 18 Public secondary schools which constituted 34% of the total population, 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.

3.5 Instrumentation

The instruments that were used for this study was questionnaires and interview schedules as the main tool for collecting data. Questionnaires are economical, ensure anonymity, permit use of standardized questions, have uniform procedures, provide time for the respondents to think and easy to score (Ogula, 2005).For this reason, the researcher employed them to elicit the desired information. The questionnaire was used because they can reach a big group and also gives the respondents freedom to express their views and make suggestions (Kinyua, 2011). Achola,(2011) explained that through the questionnaires, the researcher may get more information about the things the respondents would rather write than say. The interview schedule is often viewed as a conversation between the interviewer and interviewee, in which the interviewer asks questions and the interviewee responds accordingly (Esterberg, 2002).The interview schedule for the deputy principal gave firsthand information on the use of behavior modification techniques shaping, token economy and praise on bullying, drug abuse and exam cheating behaviors.

3.5.1 Questionnaire for teachers

Questionnaire was designed by the researcher to fulfill the specified research objective. Questionnaires were collected from teachers (McLeod, 2014). The questionnaires were divided into six parts. Section **A** consisted of teachers' academic qualification .Section **B** consisted of teachers' experience. Section **C** consisted of knowledge of use of behavior modification techniques shaping, token economy and praise. Section **D** consisted of influence of shaping techniques on students bullying,

drug abuse and exam cheating, Section **E** tested the influence token economy techniques on students bullying, drug abuse and exam cheating, Section **F** tested influence of praise techniques on students bullying, drug abuse and exam cheating. The copies of questionnaires were administered and collected in person by the researcher .These questionnaires were structured using five point Likert type scale with strongly agree (5), agree (4) undecided (3) disagree (2) and strongly disagree (1) to show the degree to which teachers utilize shaping, token economy and praise to deal with students bullying, drug abuse and exam cheating in schools.

3.5.2 Interview schedule for deputy principals

In-depth interview was carried out on the Deputy Principals .Burns (1999, p.118) contends that “interviews are a popular and widely used means of collecting qualitative data.” In this the researcher got firsthand information directly from the school deputy principals who had knowledge on behavior modification techniques: shaping, token economy and praise and how they interact in influencing students behavior’s bullying, drug abuse and exam cheating. The researcher prepared a set of questions in order to get primary information. The interview was on 18 deputy principals and open ended to allow for the respondents views and additional experiences not captured in the questionnaire administered to the teachers.

3.6 Pilot study

The pilot study for was conducted in 2 public secondary schools that did not form part of the study in the two schools 20 teachers from Bureti sub-county were picked and the same questions re-administered to the same teachers two weeks later. The purpose of pilot study was to ascertain reliability and validity of research instruments.

3.6.1 Reliability of Research instruments

Reliability is a measure of consistency of scores obtained the focus is on how consistent the scores are for each respondent from one administration of an instrument to another and from one set of items to another (Gray, 2004:208; Macmillan & Schumacher (1993:168). State that the goal of developing reliable instruments “Is to minimize the influence of chance or other variables unrelated to the intent of the means.” Unreliable instruments gather data that are useless..

The reliability of the questionnaire for this study was determined by the test re-test procedure. The test re-test reliability coefficient ensures that a group of people is measured twice; using the same procedure and two sets of scores obtained are correlated. It was determined after pilot testing. The questionnaires were carried out in 2 public secondary schools that did not form part of the study in the two schools 20 teachers from Bureti sub-county were picked and the same questions re-administered to the same teachers two weeks later. A Pearson product correlation coefficient (R) was computed and found to be 0.85. According to Best & Kahn (2011) instrument with coefficient of 0.7 and above are considered to be reliable.

3.6.2 Validity of the research instruments

According to McMillan and Schumacher (1993:167) validity is “the extent to which inferences made on the basis of scores from an instrument are appropriate, meaningful and useful.” The validity of an instrument refers to the extent to which the instrument measures what it is intended to measure (Gray 2004:90) Gray (2004:2007) added that a valid instrument “must cover the research issues both in terms of content and detail.”

Validity is concerned with whether the research is believable and true and whether it is evaluating what it is supposed or purports to evaluate. Content validity assesses whether a test is representative of all aspects of the construct. Therefore, to ascertain content validity of this study the researcher developed the instruments with the help of expert judgment of two supervisors in the department of psychology and Education foundations of Moi University.

In this the researcher collected data through questionnaires and interviews. This guarded against disadvantages of one instrument that leads to biasness.

In qualitative research, both validity and reliability of research instruments are treated together. The trustworthiness of a researcher involved credibility referring to confidence in the findings from informants and the context in which the study was undertaken.

Transferability which refers to showing that the findings can be applied to other contents and settings, dependability which indicate that the findings will be steady if the study could be repeated , conformability which involves or the extent to which the findings of a study is shaped by the participants and not the researcher bias, motivation or interest.

3.7 Data Collection Procedures

The researcher started the study by first seeking and obtaining permission from Moi University and National Council of Science and Technology (NCST) to conduct research from the various public secondary schools in Bureti Sub County. Secondly, Research Authorization letter from Kericho County Commissioner was obtained followed by Research Authorization letter from Director of Education Kericho County. The sampled schools were visited and the principals were informed about the

study and at the same time the purpose of the study was explained to the respondents. Confidentiality was observed to remove any fear from the respondents. The questionnaires for teachers were administered by the researcher and interview for deputy principals done as well.

3.8 Data Analysis

The coding system had five point Likert type scale that have 5 to 1 in order of strongly agree (SA) 5 points, Agree (A) 4 points, undecided (U) 3 points, Disagree (D) 2 points and Strongly disagree (SD) 1 point in the positively worded items and the reverse in the negatively worded items. A score of 5 showed that teachers strongly agreed that shaping, token economy and praise was effective in managing students' bullying, drug abuse and exam cheating behaviours. On the other hand, a score of 1 showed that behavior modification techniques of shaping, token economy and praise was not effective in managing students' bullying, drug abuse and exam cheating behavior. Qualitative data from interviews was analyzed using thematic analysis, which followed the principles of thematic analysis according to Braun and Clarke (2006).

The data was collected and edited and condensed into categories and tables in order to create meaning. Data analysis was carried out using, means standard deviations and the ANOVA at 5% level of significance was used to test two null hypothesis then results obtained was compared with the table value. For efficient and accuracy the researcher used the Statistical Package for Social Sciences (SPSS) version 20. The output was presented in tables and line graphs.

3.9 Ethical Considerations

Ethical issues is defined as a branch of philosophy which deals with ones conduct and serves as a guide to one's behavior (Mugenda and Mugenda, 2004).Ethics is important to be considered in research because researchers are people genuinely concerned about peoples quality of life and must be of integrity for personal gain, or that will have negative effects on others. The researcher while carrying out this study took cognizance of the fact that the study deals with school system which is sensitive.

Therefore, participants were informed of the nature of the study and allowed to choose whether to participate or not. It is the researchers' ethical responsibility to keep the respondents identity private (Bebbei, 1992). This was ensured by asking the respondents not write their names on questionnaires hence avoiding plagiarism, fluid and to ensure anonymity. Statements on confidentiality were written on the copies of questionnaire and verbally communicated during the interviews and copies of questionnaire administration.

Researcher should not harm the respondent (Makore and Rukuni 2001). Harm may be of various types such as: embarrassment, irritation, anger, stress, or invasion of privacy. Respondent may experience the above psychological harm if they are asked to provide information concerning their privacy and sensitive issues in their lives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter consists of data analysis presentation, interpretation and discussion of research findings on the influence of behavior modification techniques on students' behaviors in public secondary schools in Bureti Sub County, Kericho County; Kenya. The study utilized both descriptive statistics and inferential statistics.

The analysis was based on findings from four research objectives which sought to establish; behavior modification techniques used by secondary school teachers and deputy principals to address students' bullying, drug abuse and cheating in exams; how shaping techniques influence students' bullying, drug abuse and exam cheating behaviors; how token economy influence students' bullying, drug abuse and exam cheating behaviors and how praise techniques influence students' bullying, drug abuse and exam cheating behaviors.

4.2 Questionnaire Return Rate

Questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for the study (Kothari, 2004). The questionnaires were administered to teachers and interview guides were administered on 18 Deputy Principals. The results of questionnaire return rate are as shown in Table 4.1.

Table 4.1: Questionnaire Return Rate

| Questionnaire | Delivered | Returned | Percent |
|---------------|------------|------------|-------------|
| Teachers | 180 | 180 | 100% |
| Total | 180 | 180 | 100% |

From table 4.1, the total respondents in the study were 180 (100) percent return rate. The return rate became possible because the researcher personally took the questionnaires to the sampled public secondary schools in Bureti Sub County and a time limit of two weeks was given to the respondents. A total of eighteen 18 (100 percent) Deputy Principals' responded to an interview guide. After two weeks, the researcher personally went round the schools collecting the questionnaires and extra time was given to those found not to have completed them. This went on until all questionnaires were completed as some schools had to be visited several times. Data analysis and interpretation was based on these returns.

Mugenda and Mugenda (2003) observed that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. Since the response rate was 100 percent, it was considered very well (Mugenda & Mugenda, 2003). This provided the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization for the response rate implies a very good representation.

4.3 Demographic Characteristics

The deputy principals and teachers were asked to indicate their academic qualifications. The inclusion of these variables in the study was important because it enabled a clear understanding of the background characteristics of the respondents. These characteristics influence the way deputy principals and teachers employ varied behavior modification techniques on bullying, drug abuse and exam cheating among students in secondary schools. The teachers' and deputy principals' academic qualifications data are summarized as follows.

4.3.1 Teachers' and deputy principals' academic qualification

Table 4.2: Distributions of teachers' and deputy principals' academic qualifications.

| Qualifications | Teachers | % | D/principals | % | Total | % |
|---------------------|------------|------------|--------------|------------|------------|------------|
| Dip | 12 | 7.22 | - | - | 12 | 6.06 |
| B.Ed. | 145 | 80.56 | 16 | 88.88 | 161 | 81.31 |
| BA/BSC with PGDE | 6 | 3.33 | - | - | 6 | 3.17 |
| M.Ed. | 5 | 2.22 | 2 | 11.11 | 7 | 3.70 |
| OTHERS | 12 | 6.67 | - | - | 12 | 6.06 |
| Total | 180 | 100 | 18 | 100 | 198 | 100 |

Results from Table 4.2, show that majority of the deputy principals and teachers (81.31%) were B.Ed. Degree holders. Very low percentage of teachers and deputy principals had M.Ed degree (3.70%). On the category of others these were teachers who had started teaching as untrained teachers then later joined teachers training collages for their respective qualifications. This was clear indication that majority of teachers in Bureti Sub county had attained a bachelor's degree where they were taught

some knowledge on basic behavior modification techniques. As a result they had attained the right skills on how to handle bullying, drug abuse and exam cheating in schools. The application of behavior modification techniques in public secondary schools is done by teachers and deputy principals who are constantly in touch with daily behaviors of students.

The present study looked at how teachers' academic qualifications affect the influence of shaping techniques on students' bullying, drug abuse and exam cheating. Teachers in Bureti sub County public secondary who took part in the study were having Diploma in Education, Bachelor degree in Educations, BA/BSC with post graduate in education and those with Masters in Education. These show that all the participants were having professional qualification as teachers to teach in secondary schools in Kenya.

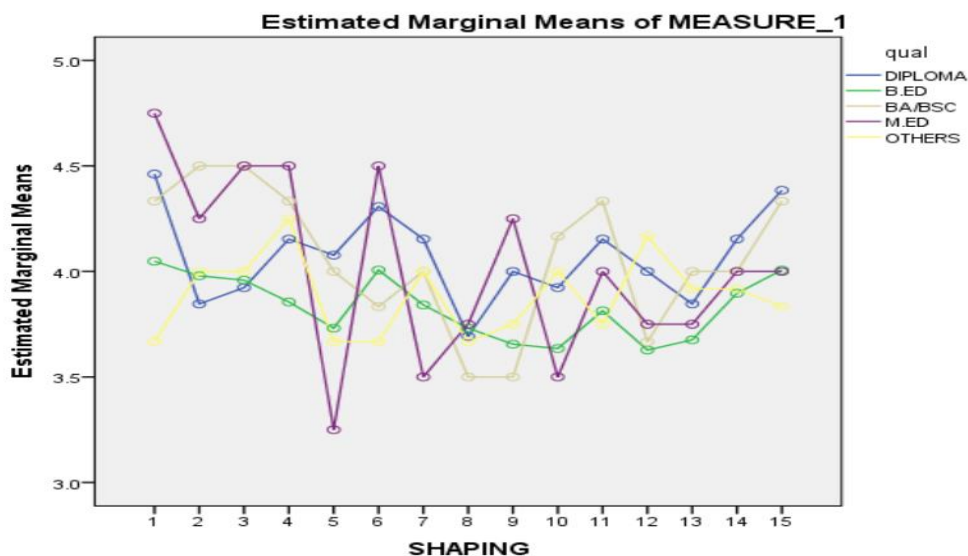


Figure 4.1: Mean rating of teachers' academics qualifications and shaping on students' behaviors.

From the results in **figure 4.1**, teachers in Bureti Sub County Secondary with Master's Degree were likely to embrace shaping Techniques as behavior modification techniques to modify students' bullying, drug abuse and exam cheating. The results from figure **4.1** showed that teachers with masters had the highest mean of 4.7 which was interpreted as strongly agree. This means that they can break a complex behavior into manageable steps then teach the students successively step by step. In present study students abusing drugs could be taught ways of systematically moving away from drugs. Also, those students with bullying behaviours, shaping techniques involve positively reinforcing non bullying interaction as students are guided towards appropriate behaviours.

The study findings agreed with earlier research by Cheloti (2009) that education opens the mind of an individual to strategic thinking, better problem solving approaches and better planning with a view of reducing cases of indiscipline among students. Therefore, it is important that teachers and deputy principals should have a required academic qualification which would allow them to use variety of behavior modification techniques to reinforce acceptable students' behaviors.

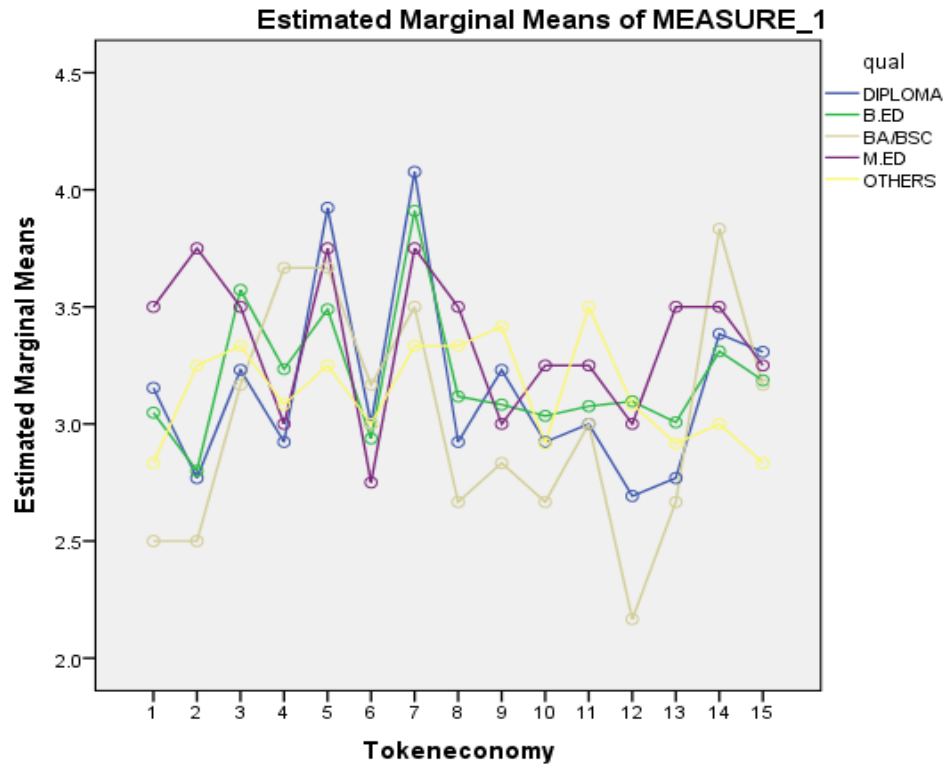


Figure 4.2 Mean rating of teachers' academic qualification and token economy on students' behaviors

The present study sought to determine how teachers' academic qualification affects influence of token economy on students' bullying, drug abuse and exam cheating behaviors. The results from **figure 4.2** Show that teachers holding diploma in education had the highest mean of **4.2**. Diploma teacher's allowed students to watch their favorite movies, gave notebooks, hold parties and organized trips to positively reinforce appropriate behavior. This shows that these teachers were more likely to use token economy to influence students' behaviors. This means that these category of teachers reward students using money, positively reinforcing students by allowing them to watch their favorites, giving snacks and holding party. They agreed that token economy effectively eradicates bullying, drug abuse and exam cheating behaviours.

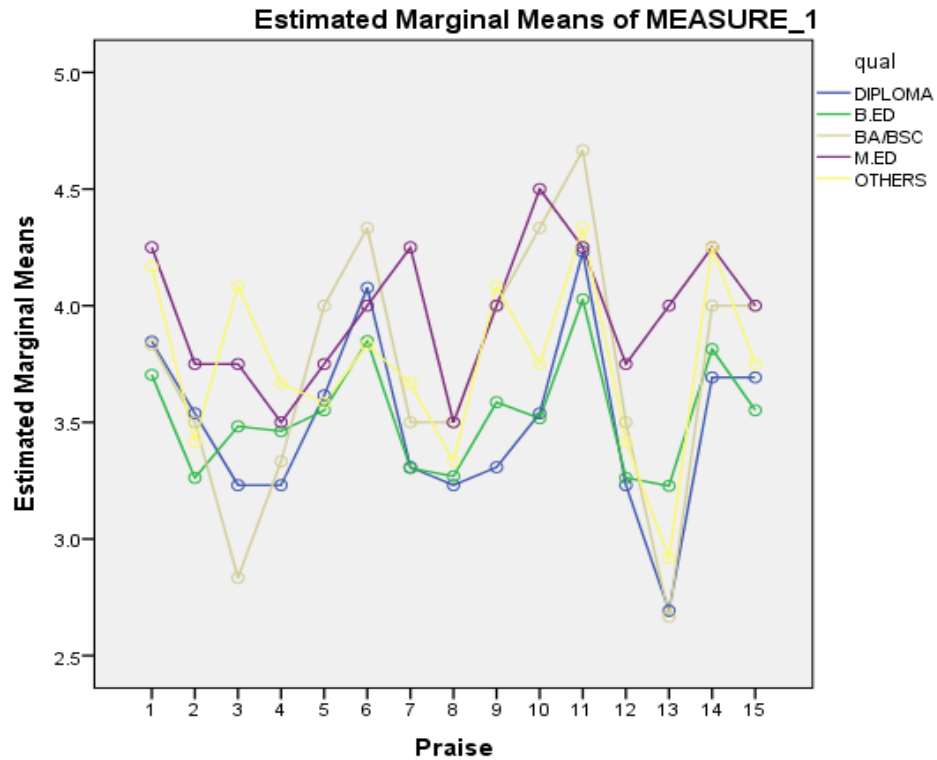


Figure 4.3: Mean rating of teachers' academic qualifications and praise on students' behaviors

From figure 4.5, the results show that teachers holding master's degree of Education in Bureti Sub County secondary schools scored a mean of 4.5 on influence of praise techniques on students' behaviors. This meant that teachers with higher academic qualification verbally praise appropriate behavior, write a praise note, and recognized them by praising in school assemblies they used this techniques effectively to manage students' bullying, drug abuse and exam cheating.

4.3.2 Teaching experience and behavior modification techniques

Experience was considered important in this study because it could directly or indirectly influence on response on behavior modification techniques on students' behaviors.

Well trained and competent teacher would use different types of positive reinforcements. Some approaches and strategies can be used on a regular basis where some can only be used on certain occasions and when a particular behavior is exhibited (Ecker *et. al.*, 2004). The results of teachers experience in Bureti Sub County public secondary school as shown in table 4.3

Table 4.3: Distributions of deputy principals and teachers teaching experience

| Teaching Experience | D/principals | % | Teachers | % |
|----------------------------|---------------------|------------|-----------------|------------|
| 1-2 years | - | - | 62 | 34.44 |
| 3-4 years | - | - | 58 | 32.22 |
| 5-10 years | - | - | 33 | 18.33 |
| Over 10 years | 18 | 100 | 27 | 15 |
| Total | 18 | 100 | 180 | 100 |

In Table 4.3, the results indicated that teachers with teaching experience between one to four years were (66.66%). Teachers with experience over five years were (33.33%). All deputy principals were over ten years (100%). Therefore, the study revealed that deputy principals considered experienced enough in the use of behavior modification techniques; shaping, token economy and praise in managing students' bullying, drug abuse and exam cheating.

Ouru (2008) consents that head teachers with many years of experience in handling students had a better understanding of their students. Bringing experienced teachers into management skills through goal setting, feedback and praise has been shown to be effective in enhancing teaching skills and improving academic performance (Gillat & Sulzer-Azaroff, 1994).

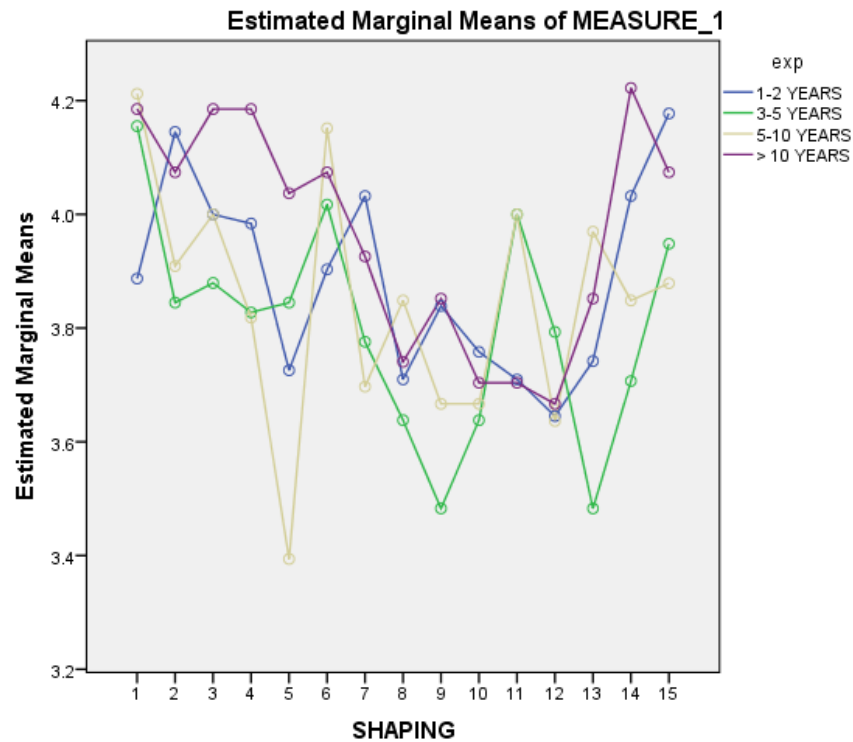


Figure 4.4: Mean ratings on teachers' experience and shaping techniques on students' behaviors

From figure 4.4, Questions (1-5) on teachers' questionnaire were on influence of shaping on drug abuse. The results showed that majority of teachers mean ratings were on 3.6 and 4.2. This showed that majority of teachers agreed that shaping influence students' drug abuse. Therefore, using shaping effectively can stop drug abuse among students' in schools.

From figure 4.6, the questions (6-10) on teachers' questionnaire tested on shaping and students' bullying behaviors. The results showed that across difference experience teachers mean rating ranges from 3.5 to 4.3. The present study showed that regardless of teaching experience majority of teachers agreed that shaping influence students' bullying behaviors. Questions 11-15 tested on influence of shaping on students exam cheating. The results demonstrated that majority of teachers' mean

ratings were on 3.5 and 4.4. This showed that regardless of teaching experience teachers were in agreement that shaping influence exam cheating behaviors of students.

Therefore, the study disagrees with Ouru (2008) that head teachers with many years of experience in handling students had a better understanding of their students. The present study done at Bureti Sub County demonstrated that even teachers with least experienced agreed that shaping technique as behavior modification technique influence students' behaviors.

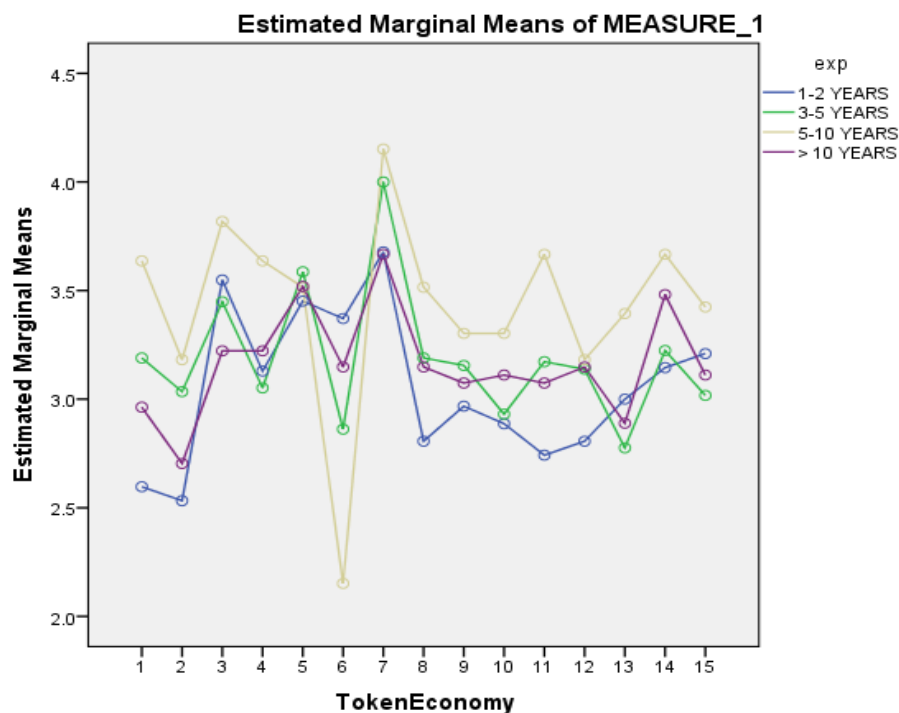


Figure 4.7: Mean ratings of teachers' experience and token economy on students' behaviors

Figure 4.7 shows results of teachers experience and token economy on students' exam cheating, bullying and drug abuse in Bureti Sub County Secondary schools. Teachers mean ranges from 2.2 to 3.5. The present study showed that teachers who have stayed

longer and newly employed had the same opinion on influence of token economy on students' behaviors.

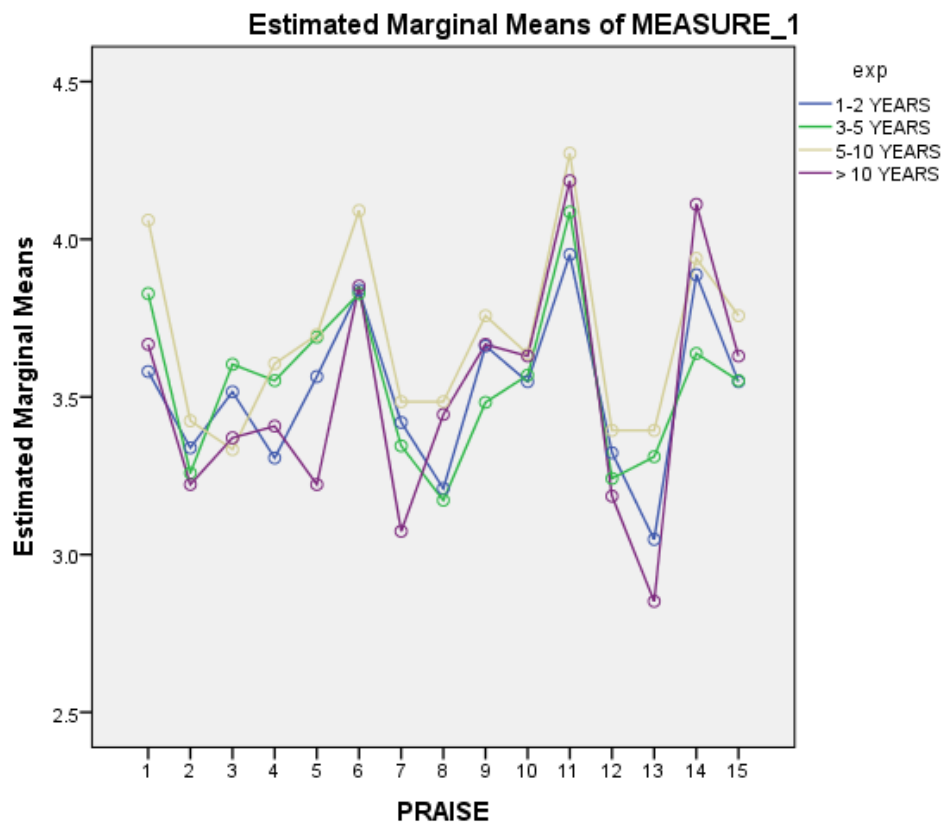


Figure 4.8: Mean ratings of teachers' experience and praise on students' behaviors

The study sought to find out how teachers' experience and praise influence students behaviors of drug abuse, bullying and exam cheating. The results from **figure 4.8**, show mean ratings were 2.8 and 4.4. Teachers who have been teaching for over ten years scored the least mean ratings on influence of praise on students bullying, drug abuse and exam cheating.

The finding agreed with Anayo (2014) that teachers with longer years in teaching have no trust on alternative and modern approaches to discipline. This demonstrates that teachers in Bureti Sub County secondary schools who have stayed longer in the

field need some refresher courses on behavior modification techniques. It was clear that the longer the teacher stayed in the field the lesser the probability of using praise as behavior modification techniques to influence behaviors.

4.4 Teachers' Response on Behavior Modification Techniques Used on Students' Behaviors

The study sought to find out influence of three behavior modification techniques; shaping, token economy and praise as reported by teachers and deputy principals. The results were as shown on **table 4.4**

Table 4.4: 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 |

Teachers responses from table 4.4 on item one indicate (40%) of teachers strongly agreed and (55.6%) agree that shaping techniques was effective in managing students

behaviors. On item two (55.6%) of teachers agreed that shaping was equally effective. Very small percentage (0.6%) strongly disagreed. The second item tested on shaping techniques, majority of the teachers (61%) agreed that shaping influence behaviors. This was followed by (55%) who agreed that shaping was equally effective, very small percentage (0.6%) strongly disagreed. The result showed that majority of teachers (48.3%) agreed that shaping was effective, very small percentage (0.6%) strongly disagreed. The third item also tested on effectiveness of shaping. The result on table 4,4 showed that majority of teachers (48.3%) agreed that shaping was effective.

The present study agreed with Ogoamka (2016) who 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. However, the present study added literature by looking at influence of shaping techniques on students' bullying, drug abuse and exam cheating behaviors at Bureti Sub County Secondary schools.

The fourth item on **table 4.4** sought to find out use of token economy on students behaviors. The results showed that majority of teachers response were on agree and strongly agree (30.6%) and (58.9%) respectively. These teachers were of opinion that rewarding students guides them towards appropriate behaviours. This agreed 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 public Secondary schools on influence of behavior modification techniques on students' behaviors bullying, drug abuse and exam cheating.

The fifth item on **table 4.4** was on use of praise technique. The result showed that majority of teachers' response were on strongly agree and agree (38.9%) and (46.7%) respectively. This means that teachers in Bureti sub County secondary schools demonstrated that praise effectively manage students' behaviours.

The present study agreed with Bickford (2012) in America who found that praise was effective in managing students' disruptive behavior. Study finding reported that teachers believed their students gained from behavior specific praise, and they intended to continue using it.

This led to the question whether teachers are implementing behavior modification techniques to deal with students' behaviors in public secondary schools.

Through the interview with the deputy principals they reported that;

Behavior modification used in secondary schools included; 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).

From the deputy principal report it was 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 were mostly left on the hands of G&C department. Deputy Principals in Bureti Sub County added that teachers were using suspension, expulsion, manual work, G&C and time out.

4.5 Teachers' Response on Shaping Techniques and Students' Behaviors

4.5.1 Teachers' response on Shaping and students' drug abuse.

Teachers' were asked questions on how shaping techniques influence students' drug abuse. The responses are as shown in table 4.5

Table 4.5: 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 | 12 | 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 | 10 | 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 | 15 | 8.3 | 9 | 5 |

The responses from table 4.5, were shown on items 1 to 5. On item 1 majority of the teachers responses were on strongly agree and agree (28.9%) and (58.9) respectively. On item 2 majority of teachers strongly agree and agree (23.9%) and (58.3%) respectively. On item 3 majority of teachers were on strongly and agree (29.4%) and

(48.9%) respectively. On item 4 many teachers strongly agree and agree (25.6%) and (48.9%) respectively. Finally, item 5 majority of teachers strongly agreed and agreed (21.1%) and (51.1%) respectively. These results showed that majority of teachers in public secondary schools in Bureti Sub County agreed that shaping influence students' drug abuse. From the findings teachers demonstrated that positively reinforcing slight instances of stopping abuse of drugs was effective in initiating stoppage process. Also, breaking ways of managing drug abuse into small steps is a way of stopping students' drug abuse.

The results from Bureti Sub County secondary schools on influence of shaping technique on students' drug abuse agreed with operant conditioning theory. The theory states that reinforcement of initial behaviors that approximates the target behavior was effective way of learning acceptable behavior. 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 twelve of the deputy principals 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)

The present study agreed with earlier researchers 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 made 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 public secondary schools were in agreement that shaping can eradicate students' drug abuse.

Further Munene (2014) while investigating behavior modification techniques and health guidance offered to drug abusers in youth polytechnic in Kirinyaga found out that (70.5%) were on guidance and counseling and behavior modification used in polytechnics. The present study done at Bureti sub county secondary school looked at influence of behavior modification on students' drug abuse.

The report from teachers and deputy principals showed that students abusing drugs if put in shaping procedure they would get out of drugs. However, the Deputy Principals' interview demonstrated that although teachers were aware of influence of shaping techniques on students' drug abuse they have left it to G&C department. This was reported by interview from deputy principal of Bureti Sub County.

4.5.2. Teachers' response on Influence of shaping on students' bullying behaviors

Table 4.6: 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 |

The results from table 4.6 show teachers' response on item 1-5. In item one majority of teachers were on strongly agreed and agree (27.2%) and (51.1%) respectively. On

the 2 item majority of teachers on agreed (58.3%) that shaping techniques influence students' bullying behavior. On item 3 to 5 teachers response were on agree (49.4%), (44.4) and (49.4%) respectively.

The results from table 4.6 show teachers' response on item 1-5. In item one majority of teachers were on strongly agreed and agree (27.2%) and (51.1%) respectively. On the two items majority of teachers agreed (58.3%) that shaping techniques influence students' bullying behavior. On item 3 to 5 teachers response were on agree (49.4%), (44.4) and (49.4%) respectively. The study agreed with Mallot, *et. el.*, (1997) That shaping techniques was very effective at generating adaptive behaviors which are appropriate to real life situations. Therefore, bullying can be eradicated through shaping techniques.

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 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.

4.5.3. Teachers' response on influence of shaping technique on students' exam cheating behaviors

Table 4.7 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 | 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 |

The results from table 4.7 showed from item 1-5 teachers' responses. On item 1 majority of teachers (45.6%) agreed that shaping influence exam cheating behaviors. On item 2 to5 majority of teachers agreed (45%), (50%), (46.7%) and (48.3%) respectively.

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 10thSeptember 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 records 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 presented solution to fear towards exams. Students cheats 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.

4.5.4 Teachers' response on influence of token economy and students' exam cheating behaviors.

Table 4.8: Teachers' response on influence of token economy and students' exam cheating behaviors.

| Statement | SA | % | A | % | U | % | D | % | SD | % |
|--|----|------|----|------|----|------|----|------|----|------|
| Giving students money for performing well in exams in schools aid in eradicating cheating behavior. | 30 | 16.7 | 50 | 27.8 | 28 | 15.6 | 40 | 22.2 | 32 | 17.8 |
| Allowing students who do their exam honestly to watch their favorite movies will encourage others to be honest. | 12 | 6.7 | 53 | 29.4 | 37 | 20.6 | 50 | 27.8 | 28 | 15.6 |
| Giving note book for students who are doing their exams honestly no matter the grade will encourage others to do so. | 23 | 12.8 | 84 | 46.7 | 41 | 22.8 | 27 | 15 | 5 | 2.8 |
| Holding party with those students who do their exams honestly will encourage the cheats to stop cheating in exams. | 15 | 8.3 | 77 | 42.8 | 31 | 17.2 | 45 | 25 | 12 | 6.7 |
| Taking students for trips for displaying honest behavior in exams will encourage exam cheats to stop their cheating behaviors. | 33 | 18.3 | 44 | 24.4 | 15 | 8.3 | 57 | 31.7 | 31 | 17.2 |

The results from table 4.8 show that majority of teachers were in agreement that token economy influence exam cheating although with a small percentage from item 1 and 2 (27.8%) and (29.4%). This showed that teachers did not strongly agree on giving money to students to guide them on honesty in exams. On watching favorite movies the responses were slightly higher than item 1. Therefore, despite small percentages it is clear that giving money and allowing students to watch favorite's aides in eradicating exam cheating in schools.

On item 3 and 4 majority of teachers agreed (46.7%) and (42.8%) respectively. This showed that majority of teachers agreed that giving gifts and holding party influence exam cheating behaviors. However, on item 5 majority of teachers disagreed (31.7%). These teachers were on the opinion that taking students for trips does not influence students' exam cheating behaviors. Therefore, all the items except item 5 teachers agreed that token economy is effective to eradicate cheating in exams.

Through interview of deputy principals in secondary schools concerning influence of token economy and exam cheating they said;

To curb cheating in exams teachers should reward honest behavior and not only Success in academic. In school we reward the best student and also those who initially have been cheating and have started doing their exams honestly.(deputy principals 17thSeptember 2018)

The responses from teachers and deputy principals proved that they were in agreement with operant conditioning theory by BF Skinner (1938) that using token economy as form of reinforcement influence exam cheating behaviors.

Further, this study agreed with Igwebulke, *et al.*, (2011) that carried out a study on effects of token economy on academic achievement of secondary school students. In their study they found out that academic achievement of the students who were motivated by use of token economy increased their performance as opposed from those who did not.

Also, Nyang'ara, *et. al.*, (2015) did a study on classroom instruction reinforcement strategies and factors that influence their implementation in Kenyan primary schools in Kikuyu District. They recommended that administrators should plan for budgetary allocations in order to purchase reinforcers in terms of tangible items and tokens. It further suggested that teachers and parents should use token economy program which

have long term effect on students as compared with social reinforcers. The study was based on primary school academic instructions.

However, the present study was based on Bureti sub county public secondary schools and particularly on influence of behaviors modification techniques; shaping, token economy and praise on students' bullying, drug abuse and exam cheating behaviors. Therefore, teachers in Bureti Sub County public Secondary schools should use token economy to deal with students' exam cheatings behaviors.

4.5.5 Teachers response on influence of token economy on students bullying behaviors

Table 4.9: Teachers' response on influence of token economy on students bullying behaviors

| Statement | SA | % | A | % | U | % | D | % | SD | % |
|---|----|------|----|------|----|------|----|------|----|------|
| Giving money to students who display respectful behaviors as the bullies watch will discourage bullying in schools. | 42 | 23.3 | 99 | 55 | 18 | 10 | 15 | 8.3 | 6 | 3.3 |
| Recognizing the students who are respectful in front of the bullies will encourage them to stop bullying behavior. | 15 | 8.3 | 58 | 32.2 | 55 | 30 | 36 | 20 | 16 | 8.9 |
| Allowing students who display non bullying behavior to watch their favorite movie encourage the bullies to stop bullying. | 8 | 4.4 | 67 | 37.2 | 54 | 30 | 38 | 21.1 | 13 | 7.2 |
| Giving snacks for polite interaction form students who initially have been bullies will make them stop bullying completely. | 8 | 4.4 | 67 | 37 | 54 | 30 | 38 | 21.1 | 13 | 7.2 |
| Holding a party for non-bullying behavior for those students who have been bullying others will make them stop bullying behavior. | 11 | 6.1 | 66 | 36.7 | 39 | 21.7 | 42 | 23.3 | 22 | 12.2 |

The results from table 4.9, showed that majority of teachers agreed that token economy was effective in curbing students' bullying behaviors.

Teachers' response from item 1-5 were (55%), (32.2%), (37.2), (37.2%) and (36.7%) respectively. The present study was in line with BF. Skinner' theory (1938) where by teachers at Bureti Sub County agreed that by reinforcing using tokens such as money, recognizing non bullying behaviors, allowing the favorites, giving snacks and holding party gradually reduces bullying behaviors.

The present study also agreed with earlier research by Matson and Boisjoli (2009) who did a review of literature and found out that token economies have been used successfully for different behaviors such as remaining in seat, increasing attention, increasing appropriate verbalizations and social skills ,decreasing inappropriate call-outs in class, decreasing aggressive behaviors, decreasing disruptive behaviors within class, increasing academic behaviors such as completing assignments and increasing test performance.

However, a review of use of token economy in various settings such as home and schools by Barrato et al (2013) argued that more literature was found in elementary and was limited in middle and high schools. Therefore, the present study added literature on secondary schools on influence of token economy techniques on students' bullying behaviors in Bureti Sub County Secondary schools.

From the interview of the deputy principal majority of them were of the opinion that if bullies receive recognition for acceptable social interaction after training they would stop bullying behaves. Most of the students who have been given position in the prefect's body were rewarded after stopping bullying behaviors.

4.5.6 Teachers' and deputy principals' response on influence of token economy on students' drug abuse

Table 4.10: Teachers' response on influence of token economy on students' drug abuse

| Statement | SA | % | A | % | U | % | D | % | SD | % |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|
| Rewarding students who have been abusing drugs by giving money when they start stopping help to stop completely. | 25 | 13.9 | 60 | 33.3 | 25 | 13.9 | 48 | 26.7 | 22 | 12.2 |
| Recognizing students who are abusing drugs in schools will make them stop abusing drugs. | 9 | 5 | 73 | 40.6 | 37 | 20.6 | 37 | 20.6 | 24 | 13.3 |
| Allowing students who have started stopping abuse of drugs to watch or listen to favorite music is effective way to stop abuse of drugs. | 13 | 7.2 | 55 | 30.6 | 46 | 25.6 | 48 | 26.7 | 18 | 10 |
| Allowing to students who have stopped abusing drugs to play their favorite game in the field is to curb drug abuse. | 18 | 10 | 79 | 43.9 | 37 | 20.6 | 34 | 18.9 | 12 | 6.7 |
| Taking students for a trip for stopping abuse of drugs will encourage them to stop abusing drugs. | 13 | 7.2 | 64 | 35.6 | 54 | 30 | 39 | 21.7 | 10 | 5.6 |

The result from table 4.10 showed that majority of teachers agreed, the percentages ranging from (33.3%), (40.6%), (43.9%), (30.6%) and (35.6%) from item 1-5 respectively. Therefore, teachers felt that token economy was effective in curbing drug abuse. The present study are in line with operant conditioning theory by BF Skinner (1938). According to Skinner, once the action have pleasant effects, then there is the likelihood that such actions will be repeated in future. Therefore, teachers in Bureti sub county secondary schools agreed that giving money, recognizing, watching favorites and going for trips which have pleasant effects on students are token economy that motivates students to come out of drugs.

From the interview schedule majority of the deputy principals were of the opinion that;

Token economy but not monetary help to assist the student who abuse drug to come out of drugs. If money is given to students they would use it to buy more drugs to abuse. However, others token economy like recognition in assemblies, letter of recognition, academic trips or even edibles like bread do assist to eradicate drug abuse. However, we leave cases of drug abuse to G& C teachers. (Deputy Principal, 12th September 2018).

The responses from the deputy principals was in agreement with that of teachers that token economy influence students' drug abuse. However, they were opposed on use of monetary rewards in that students will use it to buy more drugs to abuse. These results from Bureti Sub County Public Secondary schools contrast with Reynolds et.al (2012) that monitored four adolescents for smoking abstinence and found out that all participants achieved prolonged abstinence when money was delivered contingent on CO levels.

The findings by Key (2011) suggested the application of behavior modification using prize based reinforcement to encourage smoking cessation among college students was successful. After the training they stopped completely but this was done gradually aided by reinforces in the early treatment as they wait for the final draw. Therefore, the modern studies have suggested use of vouchers that are redeemable. The present study suggested a monitoring program that uses tokens contingent on reduction of drug abuse.

The responses from deputy principals' showed that; the responsibility of managing students' drug abuse in Bureti Sub County secondary schools has been left to G & C department. It is clear that although teachers were aware of token economy in dealing

with drug abuse the question of implementation is lacking among teachers in Buerti Sub county public secondary schools.

4.5.7 Teachers' And Deputy Principals' Response on Influence of Praise Techniques on Students' behaviors

Table 4.11: Teachers' response on Influence of praise techniques on students bullying behaviors

| Statements | SA | % | A | % | U | % | D | % | SD | % |
|--|----|------|-----|------|----|------|----|------|----|-----|
| Verbally praising students who have been bullying others and have stopped will eradicate bullying behavior. | 33 | 18.3 | 100 | 55.6 | 24 | 13.3 | 17 | 9.4 | 6 | 3.3 |
| Writing a praise note to students displaying polite interaction and were bullying others will make them stop bullying behaviors. | 13 | 7.2 | 73 | 40.6 | 54 | 30 | 37 | 20.6 | 3 | 1.7 |
| Bullies do so for seeking praises from peers. | 23 | 12.8 | 84 | 46.7 | 36 | 20 | 32 | 17.8 | 5 | 2.8 |
| Recognizing the bullies by praising the respectful interaction in front of students will stop bullying behaviors. | 21 | 11.7 | 83 | 46.1 | 42 | 23.3 | 25 | 13.9 | 9 | 5 |
| Praising students in school assemblies for non-bullying behavior will help in eradicating bullying behaviors. | 24 | 13.3 | 89 | 49.4 | 40 | 22.2 | 21 | 11.7 | 6 | 3.3 |

The results from table 4.11 Showed that from all items (1-5) majority of teachers agreed that praise was effective to stop bullying behaviors of students. The percentages were :(55%), (40.6%), (46.7%), (46.1%) and (49.4%) respectively.

The responses from the teachers agreed with that of deputies. Majority of the deputy principals interviewed said that bullying behavior can be eradicated by putting posters on the expected behaviors in specific areas especially where bullying is likely to occur. When the bullies are identified the best way is to teach the expected social skills and when they display the same, teachers around are expected to praise them. This could be done in school assemblies for others to see and eradicate bullying completely.

The response from deputy principals and teachers agreed with research done in The Missouri Department of Elementary and secondary Education (2013), which states that the strategies to curb bullying are connected to classroom rules and should be utilized in calm and respectful manner. The first step is to teach expectation of the behavior. Tell the students the consequences of the behaviors. Thirdly praise a student who is acting appropriately and in proximity to the misbehaving students.

4.5.8 Teachers' and deputy principals' response on influence of praise techniques on students' drug abuse

Table 4.12: Teachers' response on influence of praise techniques on students' drug abuse

| Statement | SA | % | A | % | U | % | D | % | SD | % |
|---|----|------|-----|------|----|------|----|------|----|-----|
| Verbally praising students for stopping abuse of drugs help stop them from abusing drugs | 41 | 22.8 | 99 | 55 | 22 | 12.2 | 14 | 7.8 | 4 | 2.2 |
| Writing a praise note specifically to students who have started stopping abuse of drugs aids in stopping the habit. | 17 | 9.4 | 76 | 42.2 | 50 | 27.8 | 28 | 15.6 | 9 | 5 |
| Students who abuse drugs do so for praises from peers who abuse drugs. | 12 | 6.7 | 70 | 38.9 | 58 | 32.2 | 37 | 20.6 | 3 | 1.7 |
| Recognizing the students by praising them for stopping abusing drugs make them stop abusing drugs completely. | 20 | 11.1 | 104 | 57.8 | 30 | 16.7 | 20 | 11.1 | 6 | 3.3 |
| Praising students in school assemblies for not taking drugs will encourage others to stop abusing drugs. | 33 | 18.3 | 74 | 41.1 | 40 | 22.2 | 31 | 17.2 | 2 | 1.1 |

The results from table 4.12 showed that majority of teachers agreed that praise techniques were effective to curb drug abuse. The percentage response on item 1-5 on those who agreed were (41%),(42.2%),(38.9%),(57.9%) and (41.1%) respectively.

Through deputy principals interview they said;

Students who in drugs may be receiving praises from their peers by abusing drugs. In my opinion if the students instances of not smoking is recognizing by specific praise they would eventually after training leave drugs completely. (Deputy Principals 12th September 2108)

The response by teachers and deputy principals agreed with Key (2011) who carried out a study on application of behavior modification using prize based reinforcement to encourage smoking cessation among college students. The purpose of that study was to determine the effectiveness of intermittent prize based schedule to reinforce smoking abstinence in college. The study had 7 college students who participated for 10 days. The participants were informed of the bonus prize when they have finally met target of total abstinence. After the training they stopped completely but this was done gradually aided by reinforces in the early treatment as they wait for the final draw. Simply meeting the criteria can serve as reinforcement especially if researchers provided social reinforcement such as “good job” to participants for meeting the criteria. This research was experimental and used college students. However, the present study is a survey and based on secondary school students with smoking and alcohol problems.

4.5.9 Teachers’ and deputy principals’ response on influence of praise techniques on students’ exam cheating behaviors

Table 4.13: Teachers’ response on influence of praise techniques on students’ exam cheating behaviors

| Statement | SA | % | A | % | U | % | D | % | SD | % |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|
| Verbally praising instances in which students do exam honestly help stopping exam cheating in schools. | 57 | 31.7 | 95 | 52.8 | 18 | 10 | 7 | 3.9 | 3 | 1.7 |
| Writing a praise note for students who have stopped cheating in exams will make cheating behavior to stop in schools | 15 | 8.3 | 76 | 42.2 | 43 | 23.9 | 38 | 21.1 | 8 | 4.4 |
| Students cheat in exam to receive praise from peers for good performance. | 16 | 8.9 | 71 | 39.4 | 41 | 22.8 | 31 | 17.2 | 21 | 11.7 |
| Praising honest behavior on students no matter the grade will help eradicate cheating in schools. | 33 | 18.3 | 108 | 60 | 21 | 11.7 | 15 | 8.3 | 3 | 1.7 |
| Using school assemblies to praise students who have stopped exam cheating will help eradicate exam cheating in schools. | 34 | 18.9 | 82 | 45.6 | 33 | 18.3 | 20 | 11.1 | 11 | 6.1 |

The results from table 4.19 showed that in item 1 majority of teachers (52.8%) agreed that praise can be used to stop cheating in exams among students. The same trend applied in item 2 (42.2%), item 3 (39.4%), item 4 (60%) and item 5 (45.6%). Teachers were in agreement that praise technique effectively stops exam cheating.

Deputy Principal reported that:

Praise was very effective in reducing exam cheating. Students who do their exams honestly when praised for instance in assemblies. The rest strive to emulate the same behavior. (Deputy Principals, 3rd July 2018)

Therefore, teachers and deputy principals said that praise techniques were effective to control exam cheating behaviors among students. This agreed with Fefer *et. al.*, (2016) who pointed out that specific, teacher initiated, verbal feedback is a powerful agent to promote academic success. From the present study it is clear that praise also is effective in curbing exam cheating behaviors in schools.

Further, Research has proven that the use of praise in the classroom can be a technique that could influence different types of classroom behaviors such as following rules and expectations, engaging in activities, working with their peers and paying attention in class (Henderlong & Lepper, 2002). Exams have rules and when students who are honestly following rules in secondary schools are praised the rest of the students will be motivated to emulate the same.

4.6 Hypotheses Test

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

H₀₁: There is no significant difference between the mean ratings of behavior modification techniques and professional qualification of respondents on students behaviors.

H₀₂: There is no significant difference between the mean ratings of behavior modification techniques and teaching experiences of the respondents on students behaviors.

Alpha value: This is measured at 0.05 and the tests of significance were measured using p-value against the Alpha value of 0.05. The choice of alpha 0.05 is mostly because this research is a social science work and it mostly uses 95% of confidence level which accounts for 0.05 Alpha levels.

The results of the first null hypothesis were as follows.

To test the first hypothesis the present study used ANOVA. The dependent variables were students' cheating in exams, bullying and drug abuse. The independent variable was teachers' academic qualifications. The tests of within-subject effects started by using Mauchly's Test of Sphericity which showed that Mauchly's test of Sphericity has 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 shows that there was no significant differences at p-value =0.18.

Decision rule: The rule of rejection was when p-value is less than or equal to 0.05. Thus the null hypothesis was accepted. This means that there was no significant difference between academic qualification and behavior modification on students' behaviors.

This is shown on table 4.14.

Table 4.14: Test within subjects Effects

| Source | sum of squares | Df | Mean square | Sign. |
|-----------------------|----------------|----|-------------|-------|
| Behavior modification | 5.971 | 4 | 1.493 | 0.18 |

Decision rule: The rule of rejection is when p - value is less than or equal to 0.05. Thus the null hypothesis was rejected. This means that there is significant difference between academic qualification and behavior modification on students' behaviors.

Second null hypothesis was tested using ANOVA. The dependent variables were students' exam cheating, bullying, and drug abuse. The independent variables were teachers' experience. The tests of within subjects effects started by using Mauchly's test of sphericity Assumed. Since 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. This has shown in the table below.

Table 4.15: Test of within- subjects effects

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

Decision rule: The rule of rejection is when the p- value is less than or equal to 0.05. Thus the null hypothesis was rejected. This means that there was significant difference at p-value=0.003. This further shows that there were significant differences between experience and behavior modification.

4.7 Summary

The chapter looked at the influence of behavior modification techniques on students behaviors:

behavior modification techniques used by secondary school teachers and deputy principals to address students bullying, drug abuse and cheating in exams; how shaping techniques influence students bullying, drug abuse and exam cheating behaviors; how token economy influence students' bullying, drug abuse and exam cheating behaviors and how praise techniques influence students' bullying, drug abuse and exam cheating behavior. Quantitative data from respondents was analyzed using the Statistical Package for Social Sciences (SPSS) to generate standard deviations, means and graphical presentations. Qualitative data was evaluated classified into logical thematic categories based on the objectives. Some of the key deductions are that: from the samples teachers who answered likert scale questionnaires most of their replies were on 4 (A) on the use of behavior modification techniques used by secondary school teacher on students' behaviors. This agreed with interview by deputy principal whom they all were for behavior modification to be used instead of punishment.

However, deputy principals said that behavior modification techniques of shaping, token economy and praise used on students' behaviors has been left to the department of G&C.

This study agrees with Anayo (2014) in a study on strategies adopted by secondary school teachers at Langata District in Nairobi County, who found out that teachers lack skills needed for counseling and thus the G& C department is overloaded. For the case of Bureti Sub county public secondary schools Orodho and Cheruiyot (2015) revealed that in Bureti Sub County Secondary Schools majority of practicing G&C

teachers do not possess relevant professional training and qualification to effectively deliver the services. This now left students to grapple with drug abuse, bullying and exam cheating behavior alone without any assistance.

Therefore, the present study offered behavior modification techniques of shaping, token economy and praise as a solution to manage students bullying, drug abuse and exam cheating in Bureti Sub County secondary school. This because behavior modification techniques is a school wide programme that uses positive reinforcement and could be applied by all teachers staff.

The next Chapter is a presentation of the summary, conclusion and recommendations for the influence of behavior modification techniques on students' behaviors in public secondary schools in Bureti Sub County; Kericho County based on the research findings in Chapter four of this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendation of the study influence of behavior modification techniques on students' behaviors in public secondary schools in Bureti Sub County, Kericho County. It also presents the suggestions for further researches.

5.1 Summary of the Study

The overall purpose of this study was to find out the influence of behavior modification techniques on students behaviors in secondary schools in Bureti Sub County, Kericho County. Review of related literature showed that various texts have been written on behavior modification techniques shaping, token economy and praise in classrooms and not on social behaviors outside classrooms such as bullying, drug abuse and exam cheating.

The study employed Mixed Methods research designs. The target population consisted of secondary school teachers and Deputy Principals. Simple random sampling technique was used to select 18 public secondary schools in Bureti Sub County. This was done by the use of lottery technique. The researcher wrote the names of all the public secondary schools in the sub county in small papers of same size fold them and put in one container and shook. The first 18 picked formed part of the study. The reason was to give equal chance for all categories of schools to be represented. From the selected schools 10 teachers were picked to form a sample of 180 and from the selected schools the 18 deputy principals were automatically part of the study.

The reason was to give equal chance for all categories of schools to be represented. From the selected schools 10 teachers were picked to form a sample of 180 and from the selected schools the 18 deputy principals were automatically part of the study. This was mainly to obtain the required information for the research. The instrument for the study was validated by research experts. A test-retest technique was used to determine the reliability of the instruments.

Descriptive statistic involving standard deviations and means was used to summarize the data which was presented using line graphs and tables. From data on figure 4.1 which shown mean ratings on teachers academic qualification and shaping behavior revealed that teachers holding Master's degree scored a mean of 4.7 which was interpreted as strongly agree. This meant that teachers with higher academic qualification in education embraced shaping techniques to manage students' behaviours.

Further, the results on table 4.2 showed the mean ratings of teachers' qualification and token economy. The resulted showed that teachers holding diploma in education embraced token economy to manage students' behavior. This meant that token economy was seen by teachers in this category as very effective.

The result on table 4.3 was on mean rating on teachers' academic qualification and praise techniques on students' behavior. The score demonstrated that teachers holding masters of education embraced praise techniques with a mean of 4.5. Therefore, teachers with higher academic qualification in Bureti Sub County secondary schools used praise to stop students' bullying, drug abuse and exam cheating behavior.

Data was analyzed, responses from the likert scale questions were assigned numbers for example SA(5) A(4)U (3) D(2) and SD(1). These were then fed to computer using

SPSS version 20 window to process the data collected. For the interview guide responses were analyzed thematically. The analysis of data helped the researcher to come up with four major findings based on the research questions.

5.2 Summary of the Key Findings

This section presents the key findings, interpretations and discussions according to the research objectives. The study had four objectives; 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 shaping techniques used by secondary schools teachers and deputy principals in Bureti sub county secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors, to determine token economy techniques employed by teachers and deputy principals in Bureti Sub County Secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors and to establish utilization of praise techniques by secondary schools teachers and deputy principals in Bureti Sub County on students' bullying, drug abuse and exam cheating behaviors.

The demographic data for the study included the information on teachers' academic qualifications and teaching experience. The study revealed that majority of the deputy principals and teachers (81.31%) were B.Ed. Degree holders. Very low percentage of teachers and deputy principals had M.Ed degree (3.70%). This was clear indication that majority of teachers in Bureti Sub county had attained a bachelor's degree and diploma in education where they were taught some knowledge on basic behavior modification techniques. As a result they had attained the right skills on how to handle bullying, drug abuse and exam cheating in schools. From the results in table

4.14 the first null hypothesis was tested. In the ANOVA sphericity Assumed shows that there was no significant difference at $p\text{-value} = 0.18$. Thus the null hypothesis was accepted. This meant that there was significant difference between academic qualification and behavior modification techniques on students' behaviors.

The study further also used demographic information to test the second null hypothesis on teachers' teaching experience and behavior modification techniques. The results were shown on table 4.15. The ANOVA sphericity Assumed showed that there was significant difference at $p = 0.003$. Thus the null hypothesis was rejected. Therefore, there were significant differences between teachers' experience and behavior modification techniques on students' behaviors.

The first objectives of the study was 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. From the study findings on table 4.4 showed (40%) of teachers strongly agreed and (55.6%) agreed that shaping techniques was effective in influencing students' behaviors. The study also sought to find out use of token economy on students behaviors. The results further showed that majority of teachers response were on agree and strongly agree (30.6%) and (58.9%) respectively. The study found out that majority of teachers strongly agree (46.7%) that shaping through praise techniques was effective in managing students' bullying, drug abuse and exam cheating behaviors. The first objective was attained that and showed that teachers in Bureti Sub County used behavior modification techniques such as shaping, token economy and praise.

In the second objective, the study was interested in finding out shaping techniques used by secondary schools teachers and deputy principals in Bureti Sub County

secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors. The questions were on Likert scale as shown on table 4.5 the findings on influence of shaping techniques and students' drug abuse were mostly on strongly agree (25.78 %) and agree (53.22%). It revealed that shaping techniques effectively control students' drug abuse. Also on shaping techniques and students' bullying behaviors the results of the findings showed that majority of teachers agreed (51.1%) that shaping techniques influence students' bullying behaviors. The study further revealed that majority of teachers agreed (47.12%) that shaping techniques influences students' exam cheating behaviors.

The third objective was to determine token economy techniques employed by teachers and deputy principals in Bureti Sub County Secondary schools to deal with students' bullying, drug abuse and exam cheating behaviors. The results revealed that (55%) of teachers at Bureti Sub County secondary schools agreed that by reinforcing using tokens such as money, recognizing non bullying behaviors, allowing the favorites, giving snacks and holding parties gradually reduces bullying behaviors. The results also show that majority of teachers agreed, the percentages ranging from (33.3%), (40.6%), (43.9%), (30.6%) and (35.6%) that token economy was effective in curbing drug abuse. Therefore, teachers in Bureti sub county secondary schools agreed that giving money, recognizing, watching favorites and going for trips which have pleasant effects on students are token economies that motivate students to come out of drugs.

Further, the study show that majority of teachers were in agreement that token economy influence exam cheating although with a small percentage from item 1 and 2 (27.8%) and (29.4%). This showed that teachers did not strongly agree on giving

money to students to guide them on honesty in exams. On watching favorite movies the responses were slightly higher than item 1. Therefore, despite small percentages it is clear that giving money and allowing students favorite's aides in eradicating exam cheating in schools.

On item 3 and 4 majority of teachers agreed (46.7%) and (42.8%) respectively. This show that majority of teachers agreed that giving gifts and holding party influence exam cheating behaviors. However on item 5 majority of teachers disagree (31.7%). These teachers were on the opinion that taking students for trips does not influence on exam cheating behaviors. Therefore, teachers and deputy principals in Bureti Sub County Public Secondary schools agreed that token economy influences students' exam cheating behaviors

The fourth objective was to establish utilization of praise techniques by secondary schools teachers and deputy principals in Bureti Sub County on students' bullying, drug abuse and exam cheating behaviors. The results revealed that from all items majority of teachers agreed that praise was effective to stop bullying behaviors of students. The percentages were :(55%), (40.6%), (46.7%), (46.1%) and (49.4%) respectively. Teachers in Bureti Sub County public secondary schools were of the opinion that praise influences students' bullying behaviors.

Also, the study revealed that majority of teachers agreed that praise techniques were effective in influencing students' drug abuse. The percentage response were (41%), (42.2%), (38.9%), (57.9%) and (41.1%) respectively. Further, the study sought to find establish influence of praise on exam cheating behaviors. It was revealed that on item 1 majority of teachers (52.8%) agreed that praise can be used to stop cheating in exams among students. The same trend applied in item 2 (42.2%), item 3 (39.4%),

item 4 (60%) and item 5 (45.6%). Teachers were in agreement that praise technique effective stops exam cheating behaviors.

5.3 Conclusion

This study came up with the following conclusions:

1. Teachers and deputy principals of Bureti Sub County Public secondary schools were in agreement that behavior modification commonly used to influence students' behaviors were token economy 58.9% followed by shaping techniques 55.6% followed and praise techniques at 46.7%. Teachers should be encouraged to use behavior modification techniques in schools since they are positively guiding students.
2. That Shaping techniques had 53.22% that teachers reported to be more effective in managing students' drug abuse, followed by praise techniques 44.22% and token economy 36.8%. Teachers should be encouraged to use these techniques when addressing students' drug abuse in schools.
3. Teachers in Bureti Sub County agreed that token economy 55% was effective to stop bullying behavior, followed by shaping 50.52% and lastly praise techniques 47.56%. Teachers should use behavior modification techniques to address students' bullying behaviors.
4. To change exam cheating behavior, the study revealed that out of 180 respondents, 48% agreed that Praise was effective, followed by shaping 47.12% and lastly token economy 35.68%.
5. The study revealed that there were no significant difference between teachers' teaching experience and behavior modification techniques on students' behaviors.

6. The study further revealed that there was no significant difference between academic qualification and behavior modification techniques on students' behaviors.

5.4 Recommendations

The following recommendations were proposed basing on the study findings:

1. The Ministry of Education Science and Technology should organize for Workshops and seminars to equip teachers with more knowledge on behavior techniques; shaping, token economy and praise.
2. This study recommends shaping techniques to be used to curb drug abuse in secondary schools.
3. Teachers should use token economy techniques to deal with students bullying behaviours.
4. The ministry should emphasis the use of behavior modification techniques; praise to curb students' exam cheating behaviors.

5.5 Suggestions for Further Research

Due to the scope of this study, the researcher was unable to address various pertinent issues. From the research findings and conclusions drawn, further investigations could be done in the following areas:

1. This study was done in Bureti Sub County. A similar study could be done in other parts of Kenya for comparison.
2. A qualitative study should be carried out using Guidance and Counseling teachers to report on behavior modification techniques and students' behaviors.

3. Further research should be done on involvement of students to ascertain the influence of behavior modification techniques in curbing drug abuse, bullying and exam cheating behaviors.
4. A research could also be carried out on awareness and use of behavior modification techniques by secondary schools teachers on students' behavior.

REFERENCES

- Achola, G.O. (2011). *Teachers' Perception on Motivation Strategies used by Principals in Public Schools in Rachuonyo South District, Homa Bay county Kenya*. Unpublished Med. Thesis: Catholic University of Eastern Africa (CUEA) press.
- Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th Ed.). Upper Saddle River, NJ: Pearson Education, Inc
- Alberto, P., & Troutman, A. (2010). *Applied behavior analysis for teachers* (8th Ed.). Upper Saddle River, NJ: Pearson Education.
- Alderman, G.L., & Nix, M. (1997). Teachers intervention preferences related to explanations for behavior problems, severity of the problem, and teacher experience. *Behavior Disorders*, 22, 87-95
- Aless, S., Petry, N.M., & Urso, J. (2008). Contingency Management Promotes Smoking Reductions in Residential Substance abuse patients. *Journals of Applied Behavior Analysis* 41; 617-622.
- Aloka, P.J.O. (2012). *Group polarization in decision making: a study of selected secondary school disciplinary panels in Rongo district of Kenya*. Unpublished PhD thesis, Faculty of Education: University of the Western Cape, Cape Town, South Africa.
- Aloka, O.J.P., Raburu, P., & Onyango, A.P. (2016). A Qualitative and Quantitative Examination of Using Positive Consequences in the Management of Students Behavior in Kenyan Schools. *International Journal of Psychology and Behavioral Sciences* 6(5), 225-23
- Aloka, O.J.P., Raburu & Onyango. A.P.(2016). Alternative Corrective Measures used in Managing Students Behavior Problems in secondary schools in Bondo Sub County, Kenya. *Mediterranean Journal of Social Sciences*. 7 (1) 039-2117
- Alstot. E. A. (2015). Effects of a peer-Administered token Economy on second Grade Physical Education Students' Overhand Throw Performance. *The physical Educator* 72, 245-265
- Akinade, E.A., & Adedipe, V.O. (1994). *Behavior modification: Principles and practice*. Jattu Uzair: Stirling-Holden.
- Anayo A.1. (2014). *Strategies adopted by teachers to manage discipline in Secondary Schools at Langata District, Nairobi County, Kenya*. Unpublished Master's Thesis: Catholic University of Eastern Africa.
- Ander, A, A., & Stewart, A. (2002). Issues of corporal punishment: Re-examined. *Journal of Instructional Psychology*, 29, 90-96
- Angermeyer, M.C., Matschinger H., & Riedel- Hella, S.G (1999) who asks for help in case of mental disorder? Preferences of the lay public. *Social phychialty and psychiatric epidemiology*, 34, 202-210.

- Angers, M. C., Matschinger, H., & Riedel- Heller, S.G. (2001).What to do about mental disorder help-seeking recommendations of the lay public. *Acta Psychiatrica Scandinavica*, 103,220-225.
- Ayres, K., & Langone, J. (2005).Intervention and instruction with autism. A review of the literature. *Education and Training in Development Disabilities*: 40,183-196.
- Banks, R. (1997). Bullying in Schools. *ERICK Digest*, National Centre for Research on Teacher Learning. Champaign k. (Erick Document Reproduction Services no.ED346082)
- Barretto, A., McLaughin, T. F. & Doll (2013).The Token Economy: A recent Review and Evaluation. *International Journal of Basic and Applied Science* 1(2)131-149.
- Beaman, R., & Wheldall, K. (2000). Teachers use of approval and disapproval in the classroom. *Educational psychology*, 20(4), 431-446.
- Bebbie, E. (1992). *The practice of social research*. California: Wadsworth Publishing Company.
- Ben-Porath, D.D. (2002).Stigmatizations of individuals who receive psychotherapy: An interaction between help seeking behavior and the presence of depression. *Journal of social and clinical psychology*; 21, 400-413.
- Best, J.W., & Kahn, J.V. (2000). *Research in Education*. (7th Ed.) New Delhi: Prentice Hall.
- Best, J.W., & Kahn, J.V. (2006). *Research in Education*. (10th Ed).New Delhi: PHI learning. Private Limited.
- Best, J.W. & Kahn, J.V. (2011). *Research in Education*. (10th Ed). New Delhi: PHI Learning Private limited.
- Bettinger, E. P. (2010). *Paying to learn. The effects of Financial Incentives on Elements School Test Scores*. NBER working papers. 16333.
- Bickford, R. (2012). *Promoting students' social and academic success through teacher praise*.Unpublished PhD Thesis, University of Central Florida, Orlando, FL
- Biggie, M.L., & Shermis, S.S. (2005). *Learning Theories for teachers*. (6th Ed). Pearson, Boston. Brown, K. (2013). Challenging behaviour in secondary school students: classroom strategies for increasing positive behaviour. *New Zealand Journal of Teachers' Work*, 10(1), 125-147.
- Body, D., Wood, E, S., & Wood, G.E (2005). *The World of Psychology*. Allyns &Bacon: Boston
- Boniecki, K.A., & Moore, S. (2003). Breaking the silence: Using a token economy to reinforce Classroom participation. *Teaching of psychology*, 30,224-227

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research*, 3, 77-101.
- British Association of Counseling and Psychotherapy (2006). www.bacp.co.uk/education/whatiscounselling.html
- Brown, K. (2013). Challenging behaviour in secondary school students: classroom strategies for increasing positive behaviour. *New Zealand Journal of Teachers' Work*, 10(1), 125-147.
- Bryman, A. (2004). *Social Research Methods* (2nd ed.). New York. Oxford University Press.
- Busenei, J. A. (2012). Alternative Methods to Corporal Punishment and Their Efficacy. *JETERAPS Journal*, 3(2) 155-161
- Burnet. (2006). *Relationship Between Student's perception of The Frequency of Teacher's Feedback and Praise*. University of New Wales, Australia.
- Burnett, P. C. (2002). Teacher praise and feedback and students' perceptions of the classroom environment. *Educational Psychology*, 22, 5-16.
- Burns, A. (1999). *Collaborative action research for English language teachers*.
Cambridge: CUP.
- Cameron, L., Leventhal, E.A., & Leventhal, H. (1993). Symptom representations and affect as determinants of care seeking in a community-dwelling, adult sample population. *Health psychology* 12, 171-179
- Cepeda-Benito, A., & Short, P. (1998). Self-concealment, avoidance of psychological services, and perceived likelihood of seeking help. *Journal of counseling psychology*, 45, 58- 64.
- Cheloti, S.K. (2013). *Effectiveness of head teacher's administrative strategies in curbing drug and substance abuse in secondary schools in Nairobi County, Kenya*. Unpublished Ph.D Thesis University of Nairobi
- Chalk, K., & Bizo, L.A.(2004). Specific praise improves on task behavior and numeracy enjoyment: A study of year four pupils engaged in numeracy hour. *Educational Psychology in Practice*, 20,335-351.
- Cheloti, S.K. (2013). *Effectiveness of head teacher's administrative strategies in curbing drug and substance abuse in secondary schools in Nairobi county, Kenya*. Unpublished Ph.D Thesis University of Nairobi.
- Chemutai, B.,Onware., & Iteyo.C.(2020).Nature of student unrest in secondary schools in Kericho County Kenya.*The International Journal of Social Sciences and Humanities invention*,7(11).6293-6307
- Ciarrochi, J.V., A & Deane, F.P. (2001).Emotional competence and willingness to seek help from professional and non-professional sources. *British Journal of Guidance and Counseling*, 29, 233-246.

- Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology, 36*, 59–82
- Colman, A.M. (2003). *Oxford dictionary*. New York: Oxford University Press.
- Cook, D.A. (1993). Behaviorism evolves. *Educational Technology, P.62-77*
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects of teacher praise and academic productivity. *Journal of Applied Behavior Analysis, 31*, 399–415.
- Creswel, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (4th Ed.). Thousand Oaks: CA: Sage Publications
- Crisp, A.H., Gelder, M.G., Rix, S., Meltzer, H.I., & Rowlands, O.J. (2000). Stigmatization of people with mental illness. *British Journal of psychiatry, 177*, 4-7
- Cuvo, A.J., Ellis, P.J., Wisotzek, I.E, Davis, P.J., Schilling, D., & Bechtal, D.R. (1983). Teaching athletics skills to students who are mentally retarded. *Journal of Association for People with Severe Handicaps, 8*, 72-80.
- David, M., & Sutton, C.D. (2004). *Social Research: The Basics*: London: Sage publications.
- Davis, M. (2003). *Brief counseling in schools: Working with young people from 11 to 18*. Thousand Oaks, California: Sage publications
- Dean, F.P., Wilson, C.J., & Ciarrochi, J. (2001). Suicidal ideation and help-negation: Not just hopelessness or prior help. *Journal of Clinical psychology, 57*, 901-914
- Deane, F.P., & Chamberlain, K. (1994). Treatment fearfulness and distress as predictors of professional psychological help-seeking. *British Journal of Guidance and Counseling 22*, 207-217.
- Demchak, M. (1990). Response prompting and fading methods: a review. *American Journal on Mental Retardation, 94*, 603-615.
- Diala, C., Muntener, C., Walrath, C., Nickerson, K.J., Laveist, T.A., & Leaf, P.J. (2000). Racial differences in attitudes toward professional mental health care and in the use of services. *American Journal of orthopsychiatry Journal of clinical and consulting psychology, 19*, 44-54.
- Driscoll, M.P. (1994). *Psychology of Learning for: Ally instruction*. Boston.

- Dubow, E.F., Lovko, K.R., & Kausch, D.F. (1990). Demographic differences in adolescents' Health concerns and perceptions of helping agents East Africa Standard Team (2001,23, April). *School Tragedies Related to Indiscipline*. P.8. Nairobi: The East African Standard. Media Group.
- Dweck, C.S. (2007). The perils and promises of praise. *Educational leadership*, 65 34-39.
- Eckert, T. L., & Little, S. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. *School psychology Review*, 33, 344-362.
- Elwell, W. C., & Tiberio, J. (1994). Teacher praise: What students want? *Journal of Instructional Psychology*, 21, 322-329 modification: Owserit: International Universities Press.
- Engelman, D.R., Altus, D., Mosier, M., & Mathews, R. (2003). Brief training to promote the use of less intrusive prompts by nursing assistants in a dementia care unit. *Journal of Applied Behavior Analysis* ,36,129-132.
- Entmer, P.A., & Newby, T.J., (1993) Behaviourism, cognitivism constructionism: Comparing critical features from instructional design. *Performance Improvement Quarterly*, 6(4), 50-72.
- Erez, T., & Smart. W. (2008). What does shaping mean for computational reinforcement learning In *Development and Learning, 2008*. ICDL. (7th ed) International Conference, pp 215
- Erickson, T.K. (2012). *A Smoking Cessation Program Using Vouchers with Individuals with Traumatic Brain Injury*. Graduate Theses Dissertations. <http://www.scholarcommons.usf.edu/etd/4315>
- Ertmer, P. A., & Newby, T.J. (1993). Behaviorism, cognitivist, and constructivism: comparing critical features from instructional design. *Performance improvement Quartely*, 614,50-72
- Esch, B. E., Carr, J. E., & Michael, J. (2005). Evaluating stimulus-stimulus pairing and direct reinforcement in the establishment of an echoic repertoire of children diagnosed with autism. *Analysis of Verbal Behavior*, 21, 43-58.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston, MA: McGraw-Hill.
- Fefer, S., Demagistris, J., Shuttleton, C., Kenkel, M., & Silverman, K. (2016). Assessing adolescent praise and reward preferences for academic behavior. *Translational Issues in Psychological Science*, 2, 153-162. doi:10.1037/tps0000072.
- Ferguson, E., & Houghton, S. (1992). The effects of contingent teacher praise, as specified by Canter's Assertive Discipline Programme, on children's on-task behavior. *Educational Studies*, 1, 83-93

- Ferguson, D. L., & Rosales-Ruiz. (2001). Loading the problem loader: The effects of target training and shaping on trailer-loading behavior of horses. *Journal of Applied Behavior Analysis*, 34, 409-424
- Fiksdal, B. L. (2014). *A comparison of the Effectiveness of a Token Economy System, a Response Cost Condition and a Combination in Reducing Problem Behaviors*. Unpublished thesis: Minnesota University.
- Fourine, K.A. (2001). *An Incentive /Reward Intervention to Decrease College Alcohol Abuse at Fraternity Parties: Differential Reinforcement of Blood Alcohol Concentration*. Unpublished thesis University of Virginia Polytechnic Institute and State University.
- Fox, C .L. & Butler, I., (2007). If you don't want to tell anyone else Increasing Student Academic Engagement and Performance in Two First Grade Classrooms you can tell her, Young people's views on school counseling. *British Journal of guidance and counseling*, 1, 97-114.
- Gable, R., Hester, P., Rock, M., & Hughes, K. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. *Intervention in School and Clinic*, 44, 195–205 Illinois: Research Press
- Galbicka, G. (1994). Shaping in the 21st century: Moving percentile schedules into applied settings. *Journal of Applied Behavior Analysis* 27,739-760.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An Introduction*. (8th edition). New York: Pearson Education Inc.
- Gathenya, T. W. (1992). *Management of Secondary schools in Kenya*. Unpublised MED Thesis. University of Bristol.
- Gatonye, G., (2013, 26, June). Matatu Crews are a Major Source of Drugs. *The Standard* p.6. The Standard Media Group
- Gillat, A., & Sulzer-Azaroff, B. (1994). Promoting principals managerial involvement in instructional improvement. *Journal of Applied Behavior Analysis*, 27,115-129.
- Gitau, S. (2007). *A guide to drug abuse in Kenya*. Nairobi: Kent Design
- Government of Kenya (2010). *The New Constitution of Kenya*. Government Printer, Nairobi
- Gray, D.E. (2004). *Doing Research in the Real World*. New Delhi: Sage publication.
- Green, J., Davis, D., Noltemeyer, A., & Ritz, M. (2014). *Psychology in the Schools*. Vol. 51(2) wileyonlinelibrary.com/journal/pits.
- Gresham, F.M.(1981) Social skills training with handicapped children: A review of Educational Research , *Journal of Educational Research* 51(139-176).

- Gul, S.O., & Vuran, S. (2010). An analysis of studies conducted video modeling teaching social skills. *Educational Sciences: Theory and practice*, 10(1)249-274.
- Gutbrod, T. (2014). *Evaluating the Efficacy of shaping with a percentile schedule to increase the duration of sustained interaction following a Bid for joint attention in children with Autism*. Unpublished Thesis University of south Florida.
- Hackenberg, T. D. (2009). Token reinforcement: A review and analysis. *Journal of the Experimental Analysis of Behavior*, 91(2), 257-86
- Haggar, M.S., Koka, A., & Hein, V. (2015). Relationships between perceived teaches controlling behavior, psychological need thwarting, anger and bullying behavior in High School students. *Journal of Adolescence* 42 103-114. www.elsevier.com/locate/jado.
- Hasekiu, F. (2013). Learning of Bullying Acts through Operant Conditioning. *Mediterranean Journal of Social Sciences* 4(9) 2039-2119).
- Haydon, T., & Musti-Rao, S. (2011). Strategies to increase behavior-specific teacher praise in an inclusive environment. *Intervention in School and Clinic*, 47, 91-97. doi:10.1177/1053451211414187
- Henderlong, J., Lepper, M., & Eisenberg, N. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin*, 774-795. doi: 10-1037/003329091285774
- Holas, I., & Huston, A.C. (2012). Are middle schools harmful? The role of transition timing, classroom quality and school characteristics. *Journal of Youth and adolescent*, 41, 333-335.
- Hopewell, K., McLaughlin, T. F., & Derby, K. M. (2011). The effects of reading racetrack with direct instruction flashcards and a token system on sight word acquisition for two primary students with severe conduct disorders. *Electronic Journal of Research in Educational Psychology*, 9(2), 693-710.
- Hornby, G., (2003a). 'Teachers and Counselling', In Hornby, G., Hall, C. and Hall, E. (Eds). *Counselling Pupils in Schools. Skills and Strategies for Teachers*. RoutledgeFalmer
- Hornby, G., Hall, C. & Hall, E. (2003). Empowering Children and Young People, In G., Hornby, C. Hall, and E. Hall (Eds). *Counselling Pupils in Schools. Skills and Strategies for Teachers*. RoutledgeFalmer.
- Horner, R. (2012). *School-wide PBIS and bullying prevention*. Retrieved from <http://pbis.org/presentations.default.aspx>.
- Hupp, S.D.A., & Reitman, D. (2000). *Parent-assisted modification of pivotal social skills for a Child*.

- Ihiegbulem, O.T. (2006). *Correlates of job satisfaction among secondary schools principals in Imo state of Nigeria*. An unpublished Doctoral thesis, University of Port-Harcourt, Nigeria.
- Igwebuike, D., Ihiegbulem, N.V., & Ihiegbulem, T. O. (2011). *The effect of token economy on Academic Achievement of Secondary school students: Implication for Counselling*. International Association for Teaching and Learning.
- Ihiegbulem, V. N. & Onomuodeke, M. A. (2006). Use of Token Economy in the Modification of Enuresis (Bedwetting) Behaviour. *Journal of Education in Developing Areas*, 15,163-169.
- Inkster, A., & McLaughlin, T.F. (1993) Token reinforcement Effects for reducing tardiness with a socially disadvantaged adolescent student. *B C Journal of Special Education*, 17, 176- 182.
- Jerome, Frantino, E.P., & Sturmey, P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior analysis*, 40, 185-189.
- Kaiser, B., & Rasminsky, J. (2007). *Challenging behavior in young children. Understanding, preventing, and responding effectively*. London, UK; Pearson Education
- Kaminer, Y., Spirit, A., & Lewander, W. (2011). *Brief Motivational Interventions, Cognitive Behavior Therapy and Contingent Management for Youth Substance Use Disorders*. Clinical Manuel of Adolscents Substance Abuse Treatment .U.S.A. American psychiatric Publishing.
- Karanja, R., & Bowen, M, (2012). *Students indiscipline and academic performance in public secondary schools in Kenya*. Daystar University center for research and publication working paper series.
- Katamei, M.J., & Omwono, A.G. (2015) Intervention strategies to improve students' Academic Performance in public secondary schools in Semi-Arid Lands in Kenya. *International Journal of Social Science Studies* 3(4), 2324-8041.
- Kathuri, J. N., &Pals, D.A. (1993). *An Introduction to Educational Research*. Njoro, Kenya: Egerton University.
- Key, I.S. (2011). *Prize Based Reinforcement to Encourage Smoking Cessation Among College Students*. Master's Thesis Department of Psychology. University of North Carolina Wilmington.
- Khan, S.M., Quadeer, Z.M., Ali, R., Shahzad, S., & Hukamdad. (2011). Comparison of Teachers' and Students' Views on the use of Behavior Modification Techniques at Secondary level. *International Journal of Academic Research* 3(1) 905-908.

- Khanyisile, T. (2005). Evaluation of Primary Prevention of Substance Abuse Program amongst Young People at Tembiso. Master of Arts Dissertation: Faculty of Arts. University of Johannesburg: South Africa level. *International Journal of Academic Research*. 3(1)904-907.
- Kigotho, W. (2017). Study puts Kenya top of global bullying chart. *Standard Digital newspaper* 10th March, 2017. Digital online. <https://www.standard.co.ke>
- Kinai, T.K, (2010). *Behavior modification and lifestyle Rehabilitation*. Almasi Holistic Healthcare ltd Nairobi.
- Kingendo, M. (2010). *Incidence and Extent substance abuse among secondary school students in Nairobi Province, Kenya: Implication of Specialized Interventions*. Ph.D. Thesis Kenyatta University.
- Kothari, C.R., (2007). *Research Methodology: Methods and Techniques*. New Age International (P) Ltd. Publishers, New Delhi
- Lamb, R.J., Morral, A.R., Kirby, K., Iguchi, M.Y., & Galbicka, G. (2004). Shaping smoking cessation Using percentile schedules. *Drug and Alcohol Dependence*, 76,247-259
- Lamb, R. J., Morral, A. R., Kirby, K. C., Javors, M. A., Galbicka, G., & Iguchi, M. (2007). Contingencies for change in complacent smokers. *Experimental and Clinical Psychopharmacology*, 15, 245–255.
- Lamb, R.J., Galbicka,G., Morral., A.R., & Kirby, K.C. (2005). Shaping reduced smoking in smokers without cessation plans. *Experimental and Clinical Psychology* (13) 83-92.
- Lamb, R.J., Kirby, K.C., Morral, A.R., Galbicka, G., & Iguchi, M.Y. (2016). Shaping smoking cessation in hard to treat smokers. *Journal of Counseling and Clinical Psychology*, 78. 62-71.
- Lesage, M. G. (2009). Towards a non-human model of contingency management: effects of Reinforcing abstinence from nicotine self-administration in rats with an alternative non drug reinforce. *Psychopharmacology*, (203) 13-22
- Leuven, E., Hessel. O., & Basvander, K. (2010). The effect of Financial Reward on Students Achievement: Evidence from a Randomized Experiment. *Journal of European Economic* 8(6) 1243-1265
- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1–2
- Libby, M.E., Weiss, J.S., Bancroft, S., & Ahearn, W. H. (2008). A comparison of most to least and least to most prompting on acquisition of solitary play skills. *Behavior Analysis in practice*.
- Liberman, R.P. (2000). Token Economy, *American journal of psychiatry*, 157,1398

- Lussier, J.P., Higgins, S.T., & Badger, G.J. (2005). Influence of the duration of abstinence on the relative reinforcing effects of Cigarettes smoking. *Psychopharmacology*, 181 486-495
- Maciag, K.G, Schuster.J.W, Collins B.C, & Cooper J.T (2000). Training adults with moderate and severe mental retardation in vocational skills using a simultaneous prompting procedure. *Education and Training in Mental Retardation and Developmental Disabilities* 35:306-316
- Madjar, N., & Cohen-Malayev, M. (2016). Perceived school climate across the transition from elementary to middle school. *School Psychology Quarterly*, 31, 270-288. doi:10.1037/spq0000129.
- Malecki, C. K., & Demaray, M. K. (2004). The role of social support in the lives of bullies, victims, and bully-victims. In D. L. Espelage, & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 211-225). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Makore-Rukuni, M.N. (2001). *Introduction to Research Methods*. BSc counseling, Module CD 204. Harare: Zimbabwe Open University.
- Maori,T.(2008). *Classroom management strategies*. Unpublished Master's Thesis. University of Christ Church, New Zealand.
- Martin, G, J. Pear, & M. Garry. (1999). *Behavior Modification: What it is and how to do it*. Prentice Hall, Upper Saddle River, NJ.
- Mathew, N., & Goldstein, S. (2001). *Learning Disabilities and Challenging Behaviors. A guide to intervention and classroom management*. Baltimore: Paul H. Brookes publishing co. pp.96-117
- Matson, J. L. & Boisjoli, J. A. (2009). The token economy for children with intellectual Disability and/or autism: A review. *Research in Developmental Disabilities*, 30, 240-248
- Mayer, G. R. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28, 467-478.
- Mayer, G. R., & Sulzer-Azaroff, B. (1991).Interventions for vandalism. In G. Stoner, M.K. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems*. Washington, DC National Association of School Psychologists Monograph.
- McLaughlin, T. F., & Williams, R. L. (1988). The token economy in the classroom. In J. C. Witt, S. N. Elliot, & F. M. Gresham (Eds.). *Handbook of behavior therapy in education* (pp. 469-487). New York, NY: Plenum.
- McClurg, L. (2014). Shaping students Behaviours Through Reward systems: Lessons From Beaver Trapping? *Journal of Higher Education Theory and practice*. 14(2)89-102

- McIntyre, T. (2004). Token Economies, Retrieved October 1,2006, from tokens Website: <http://www.maxweber.hunter.cuny.edu/pub/eres/EDSPC715/McIntyreRE/Tokens.html>
- McGinnis, J.C., Friman, P.C., & Carlyon, W.D. (1999).The effect of token rewards on intrinsic motivation for doing math. *Journal of Applied Behavior Analysis*, 32,375-379.
- McMillan, J.H., & Schumacher, S. (1993). *Research in Education: A Conceptual Introduction*. New York: Harper Collins College publisher.
- McGoey, K.E., & DuPaul, G.J. (2000). Token reinforcement and response cost procedures: Reducing the disruptive behavior of preschool children with Attention-Deficit/ Hyperactivity Disorder. *School Psychology Quarterly*, 15, 330–343
- Mechling, L.C., Gast, D., & Seid, N. (2009). Using a personal digital assistant to increase independent task completion by students with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39, 1420-1434.
- Ministry of Education Science and Technology (MOEST) (2001).Press statement by minister for Education Hon. Henri Koskey E.G.H., M.P on release of The Report on Student. Discipline and unrest in Kenya secondary schools: Unpublished Report office of the Ministry, Nairobi September 25,2001.
- Missouri Department of Elementary and Secondary Education (2013). Missouri team workbook 2013-2014. Retrieved from <http://www.pbismissouri.org/wp-content/uploads>.
- Matheson, A.S., & Shriver, M.D. (2005). Training teachers to give effective commands: effects on students compliance and academic behaviuors: *School Psychology Review* 34,202, 219
- Malott, R.W., Whaley, D., & Malott, M.E.,(1997). *Elementary principles of Behavior*. Englewood Cliffs NJ: Prentice Hall.
- MoE (2010). *Kenya Certificate of Secondary Examination Result Release*. Nairobi: MoE.
- Montgomery, D. (1992). *Managing Behavior Problems*. London: Hodder and Stoughton.
- Muinde, J., & Wanzala, O. (2016). A list of Secondary Schools hit by unrest in Kenya. *Daily Nation*. Nairobi: Nation Media Group.
- Mugenda, O. M., & Mugenda, A.G. (2003). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi: Kenya; Acts Press.
- Munene,M.S,(2014). *Investigation of behavior modification techniques and health guidance offered to drug and alcohol abusers in youth in polytechnics in Kirinyaga ,Kenya*. Unpublished thesis of Kenyatta University.

- Mutai, B.K. (2000). *How to Write Quality Research Proposal: A complete and Simplified Recipe*. New Delhi: Thelley Publications.
- NACADA. (2007). *Rapid situation assessment of drug and substance abuse in Kenya*.
- Ndetei, D. M., Khasukhala, L., Mutiso, V., Ongecha, F., & Kokonya, F. (2009). *Patterns of drug abuse in public secondary Nairobi schools in Kenya*. (Unpublished thesis). Psychiatry Department, University of Nairobi.
- Ng'ang'a, R. M. (2003). *A study of participatory approaches used by the Head teachers to control drug abuse in public secondary schools in Nyeri District*. Unpublished MED Thesis. University of Nairobi.
- Ng, A., Harada, D., & Russel, S. (1999). *Policy invariance under reward transformations: Theory machine learning Bled, Slovenia: Morgan Kaufmann*
- Nyamwange, C., Ondima, P., & Onderi, O.P. (2013). Factors Influencing Examination Cheating Among Secondary School Students: A case of Masaba South District of Kisii county, Kenya. *International Journal psychology* 56(13519-13523
- Nyang'ara, M. N., Ndeke, N.F., Mutisya.S., & Aloka. O.J.P. (2015). Classroom instruction Reinforcement Strategies and Factors that Influence their Implementation in Kenyan Primary Schools. *Journal of Education and Social Research* 5(3) 2240-0524
- Odejide, A. O. (2006). Status of drug abuse in Africa: a review. *International Journal of Mental Health and Addiction*, 4, 87-102.
- O'Donohue, W., & Fishers, J. (2009). *Cognitive behavior therapy: Applying empirically supported technology in your practice*. Hoboken, NJ: Wiley.
- Odoemelam A. & Ajoku M.U. (2010). *Behavior Modification Skills & Techniques for Professional Counselor's Use*. Nigeria: Owerri Divine Mercy Publishers.
- Ogoamaka, E.O. (2016). Effects of shaping techniques in handling lateness to school among secondary school students. *Journal of Arts, Management and Social Sciences* 1(2) 2276-9013.
- Ogosia, K. (2009). Why Students Went on Rampage. Nairobi: *Daily Nation* Tuesday. Kenya.
- Ogula, P.A. (2005). *Research methods: self-study materials for the bachelor of education degree*. Nairobi: The Catholic University of Eastern Africa Press.
- Oliva, F.P. (1989). *Supervision for Today's Schools*. (3rd. ed): New York: Longman.
- Okoli, C.E. (2002). *Techniques of behavior modification*. Lagos: Behenu Press.
- Okorie, C.K (2005). *The Impact of Moral Instruction on Students Behavior in Secondary School*. Unpublished Med thesis of Ebonyi state University Nigeria to promoting appropriate student behavior. *Preventing school failure: Alternative Education for children and Youth* 54,171-178

- Okorie, A. (2012). *Use of Behavior Modification Techniques for Managing Classroom Disruptive Behavior by teachers in Afikpo Education Zone*. Unpublished MA thesis University of Nigeria.
- Ong'ayo, L.M. (2018). *Behavior modification techniques used by teachers to change Maladaptive behavior of secondary school students. During Games in Kimilili-Bungoma Sub County, Kenya*. Unpublished Masters Thesis. Kenyatta University.
- Onwuasoanya P.N. (2006). *Behaviour Modification Techniques in Counseling*. Nsukka Great AP Express Publishers Ltd.
- Orifa, N. (2004). *Drug abuse and methods of prevention in mixed secondary school, Kiambere District, Kenya*. (Unpublished thesis). Department of Education, Kenyatta University.
- Orodho, A.J., & Cheruiyot, K.D. (2015). Guidance and Counseling: What is the level of Human Resource Preparedness in Providing effective services in secondary schools in Bureti Sub county, Kericho county, Kenya? *Research on Human and Social Sciences*. Vol. 6no.23 2105, pp.2222-1735. www.iiste.org.
- Ouru. J. N. (2008). *Principals' and students attitudes towards guidance and counseling services and maintenance of discipline in secondary schools in Nyamira district, Kenya*. PhD in Educational Administration, University of Nairobi.
- Otieno, J.N. (2012). *Environmental and Demographic factors influencing drug and substance abuse among secondary schools students in Kisumu Town East Kenya*. Unpublished thesis school of Health Science Kenyatta University.
- Parsonson, B. S. (2012). Evidence-based classroom behavior management strategies. *Kiararanga*, 13(1), 16-23.
- Partin, T., Robertson, R., Maggin, D., Oliver, R., & Wehby, J. (2009). Using teacher praise and opportunities to respond to promoting appropriate student behavior. Preventing school failure: *Alternative Education for children and Youth* 54,171-178
- Petry, N.M., & Martin, . (2002). Low-cost contingency management for treating cocaine abusing methadone patients. *Journal of Consulting and Clinical Psychology* 70 398-405
- Preston, K. L., Umbricht, A., Wong, C.J. & Epstein, D.H.(2001) Shaping cocaine abstinence by successive approximation. *Journal of consulting and clinical psychology*, 69,643-654
- Poirier, M., Martin, J., Gaigg, S., & Bowler, D.(2011).Short-term memory in autism spectrum disorder. *Journal of Abnormal psychology*,120,247-252
- Poipoi, W. (1999). *Students and teachers perception on bullying in secondary schools. A case study of Bungoma district*. PhD. Thesis: Moi University

- Ramani, K. (2002). Schools in Dilemma over Discipline. *The East African Standard*.P.16. Nairobi: The East African Standard Media Group Do. Blackwell publishers, Oxford.
- Rangel, M.A. (2017). The Effects of Utilizing Behavior Modification Techniques to Reduce off-task Behavior. Capstone projects and theses: 112. http://www.digitalcommons.csumb.edu/caps_thes_all/112
- Rea, J., & Williams, D.(2002). Shaping exhale durations for breath CO detection for men with mild mental retardation. *Journal of Applied Behaviour Analysis*, 35, 415-418
- Rehman, A.A.M & Alharthi,(2016) An Introduction to Research Paradigms. *International Journal of Educational Investigations*.3,51-59
- Republic of Kenya (2013). *The Basic Education Act*. No.14 of 2013.Government Printers.
- Republic of Kenya (2001). *Report of the Task Force on Student Discipline and unrest in Secondary Schools*. Nairobi: Jomo Kenyatta Foundation.
- Riccardi, J.N., Luisell, J.K., & Camare, M. (2006) Shaping approach responses as intervention for specific phobia in a child with autism. *Journal of Applied Behavior Analysis* 39,445- 448.
- Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioners- Researchers* (2nd Ed.). Oxford: Blackwell Publishing
- Roll, J.M., & Higgins, S.T.(2000). A within subject comparison of three different schedules of reinforcement of drug abstinence using cigarette smoking as an exemplar. *Drug and alcoholic Dependence*.58,103-109
- Rono, A. (2010). Drug abuse to blame for unrest plaguing secondary schools. *Standard digital*: <http://www.standard.co.ke>
- Rusch,F.R., Rose, T., & Greenwood, C.R.(1988). *Introduction to behavior analysis in special education*. Prentice Hall: Englewood cuffs, NJ.
- Ross, S.W., & Horner R.H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis*, 42,747-759
- Rwamba, J.E (1992). *Study of Pupils indiscipline Faced by Primary School Teachers in a Nairobi Slum Area. The case of Mathare Primary Schools*. Unpublished M.Ed (P.T.E.) Thesis. Kenyatta University.
- Ukwueze, A.C. (2008). *Effects of Cognitive and Modeling Techniques of Counseling on Students Study Behaviors and Academic Achievement*. Unpublished Ph.D Dissertation, Department of Education Ebonyi State University.
- Schrum, L. (1999).Technology professional development for Teachers. *Educational Technology Research and Development*, 47-83-90.

- Schuler, H., McLaughlin, FT., Neyman, J., Chung, P., & Troup (2016). The use of a token economy to increase on task behavior for a male high school student with Asperger's Syndrome (AS) and ADHD :Variable outcomes. *Worldwide Journal of multi-disciplinary Research and Development* 2(6) 17-25
- Scott, D., Scott, L.M., & Goldwater, (1997). A performance improvement program for an international – level track and field athlete. *Journal of applied behavior analysis*, 30, 573- 575.
- Simatwa, E. (2012). Management of Student Discipline in Secondary Schools in Kenya, a Case Study of Bungoma County. *International Research Journals* Vol. 3. (2) pp 172-189.
- Simatwa, E. M.W. (2007). *Management of Student Discipline in Secondary Schools in Bungoma District, Kenya*. Unpublished Doctor of Philosophy Thesis in Educational Administration. Maseno University
- Simatwa, E.M.W., & Ajowi, J.O. (2010). The role of guidance and counseling in promoting student discipline in secondary schools in Kenya. *Educational Research and Review* 5(5) 263-272.
- Simatwa, E.M.W., & Cheruiyot, D.K.(2016). Guidance and Counseling services and their influence on students' academic performance in public secondary schools in Kenya. A case study of Bureti Sub County. *International Journal of Current Research* 8(08).36534-36545.
- Slocum, S., & Tiger, H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. *Journal of applied behavior analysis*, 44(4)793- 805
- Skiba, R., & Peterson, R.L. (2000). School discipline at a crossroads: From Zero tolerance to Early intervention. *Exceptional Children*, 66,335-347
- Skinner, B.F. (1938). *The Behavior of Organisms: An Experimental Analysis*. Appleton-Century-Crofts.
- Skinner, B.F.(1938).*The behavior of organism: An Experimental analysis*. New York. Appleton Century.
- Spooner, F., & Spooner, D. (1984).A review of chaining techniques: Implication for future research and practice. *Education and training of the mentally Retarded*, 19,114-124.
- Spooner, F. (1984). Comparisons of backward chaining and total task presentation in training severely handicapped persons. *Education and Training of the Mentally Retarded*, 19,15-22.
- Sprinthall, N.A., & Sprinthall, R.C. (1990). *Educational Psychology: A developmental approach*. 5th ed. New York: McGraw Hill Inc. pp. 261-262
- Strong, T. (2003). Getting Curious About Meaning – Making in Counselling (1). *British Journal of Guidance and Counselling*, Vol. 31, (3) pp259-273

- Sutherland, K. S. (2000). Promoting positive interactions between teachers and students with emotional/behavioral disorders. *Preventing School Failure*, 44, 110–115.
- Sutherland, K. S., & Wehby, J. H. (2001a). The effect of self- evaluation on teaching behavior in classrooms for students with emotional or behavioral disorders. *Journal of Special Education*, 35, 161–171.
- Sutherland, K. S., Copeland, S., & Wehby, J. H (2001). Catch them while you can: Monitoring and increasing the use of effective praise. *Beyond Behavior*, 11, 46–49
- Swinson, J., & Harrop, A. (2001). The differential effects of teacher approval and disapproval in Junior and infant classroom. *Educational Psychology in practice*, 17(2) , 157-167.
- Tata, S.P., & Leong, F.T.L. (1994). Individualism-collectivism, social network orientation, and Acculturation as predictors of attitudes towards seeking professional psychological help among Chinese Americans. *Journal of counseling psychology*, 41,280-287
- The Standard (2014, 7, Jan). Quality education in schools p.1. *Standard Digital news*. <https://www.standardmedia.co.ke/.../story..>
- Thomson, G. (2006). *Token Economy system*. *Token Economy system Forum*, Retrieved 9/4/2006 from <http://www.minddisorders.com/py-2/token-economy-system.html>
- Tony, S (2001). Shaping: A multiple contingencies analysis and its relevance to behavior based robotics, *connection science*, 13:3,199-234, doi:10.1080/09540090110096196.
- Ubana, A.N. (2008). *Attitude of Secondary School Students towards guidance and counseling Services in Ykurr local Government Area in Cross River State*. Unpublished B.ED Thesis, Cross River University of Technology Calabar.
- UNESCO (2000). *Regional Training Seminar on Guidance and Counselling*.
- UNESCO (2002). *Term of reference: the first international conference on Guidance, counseling and youth development in Africa, 22-26 April 2002*. Nairobi, Kenya
- Vargo III.G.W. (2013). *The effects of behavior modification programs on the behaviors of High School Students*. Unpublished MED thesis, Goucher College.
- Vogel, D.L., Wester, S.R., Wei, M., & Boysen, G.A. (2005) the role of outcome expectations and attitudes for decision to seek professional help. *Journal of counseling psychology*, 52, 459- 470.
- Vogel, D.L., & Wester, S.R. (2003). To seek help or not to seek help: The risks of self –disclosure. *Journal of counseling psychology*, 50,351-361.

- Wagoco, K. (2007). *A study of the causes and effects of bullying in public secondary schools in Mwea division, Mbeere district, Kenya.*
- Wanzala, O., Omboki, A., & Kemei, T. (2016). Parents to pay for damage caused by students riots, orders Matiangi. *Daily Nation* p.10, Media Group, Nairobi
- Watts, A., & Kidd, J. (2000). Guidance in the United Kingdom: Past, Present and Future. *British Journal of Guidance and Counseling*, vol. 28, (4), pp 485-502
- Waweru, K. (2013, 26, June). Teenage Pregnancies holds Mother in lifelong Bondage. *The Standard* pp.B2, B3, B4
- Wagner, V., & Riener, G. (2014). *Peers or Parents? On the Working of Social Incentives in School: Evidence from a Large-Scaled Field Experiment in Germany.* Retrieved from http://www.parthenimpact.com/parthenuploads/78/2015/add_1_258731_5NIS_VXFM1c.pdf
- Wesangula.D. (2015,15th Aug). Increased school unrest raises key concerns. *Digital Standard*. Nairobi, Standard Media Group.
- Wheatley, R. K., West, R. P., Charlton, C. T., Sanders, R. B., Smith, T. G., & Taylor, M. J. (2009). Improving behavior through differential reinforcement: A praise note system for elementary school students. *Education & Treatment of Children*, 32(4), 551-571
- Wikipedia (2009). Token Economy. Retrieved from <http://en.wikipedia.org/wiki/tokeneconomy.html>
- Wikipedia (2011). Token Economy. Retrieved from <http://en.wikipedia.org/wiki/tokeneconomy.html>
- William. C. (2000).Doing health, doing gender: Teenagers, diabetes and asthma. *Social Sciences and medicine*, 50, 387-396.
- Winkielman, P. (2005). *Cognitive Psychology*. Guilford: New York, USA.
- Weingarten, R. (2012, May 10). *AFT - American Federation of Teachers - A Union of Professionals*. Retrieved January 26, 2014, from <http://www.aft.org/>
- Wolfgang, C. H. (2001). *Solving discipline and classroom management programs: Methods and models for today's teachers*. New York: John Wiley.
- Wolke, D., & Samara, M.M. (2004). Bullied by siblings: association with peer victimization and behavior problems in Israel lower secondary school children. *Journal of child Psychology and psychiatry* 45-1015-1029.
- Wotuko, D. *Counseling in schools: A case study of Laikipia District*. Unpublished M.ED project, University of Nairobi.

- Yang, C., Chen, D., & Bear, G.G. (2016). Differences in classroom removals and use of praise and rewards in American, Chinese and Japanese Schools. *Journal homepage*, 53,41-50 <http://www.elsevier.com/locate/tate>.
- Yegon, K. B., Chonge, M.H., & Nyongesa. N. D. (2016). Teachers disciplining styles influencing on pupils behavior modification in primary schools in Kimilili Sub County, Kenya. *International Journal of Education and Research*, 4, 2411-5681.
- Yeh, C.J. (2002).Taiwanese students' gender, age interdependent self-construal and collective Self a Cultural Diversity and Ethics. *Ministry psychology*,8,19-29.
- Yudkin, P. L., Jones, L., Lancaster, T., & Fowler, G.H.(1996).Which smokers are helped to give up smoking using transdermal nicotine patches? Results from a randomized , double blind, placebo-controlled trial. *British journal of General practice*,46,145-148

APPENDIX I: INTRODUCTION LETTER TO SCHOOLS

Nicholas Langat
Moi University
P.o. Box 3900,
Eldoret, Kenya.
Langat342@gmail.com

The principal

.....

Research in Educational Psychology

I wish to kindly request for your permission and support to undertake research on behavior modification techniques used in secondary schools to address student's behaviors.

Your school is one among 18 schools that have been sampled as part of a study leading to a master's degree at Moi University of Kenya. All the information obtained will be confidential and used only for the purpose of research. Individuals and schools will not be identified.

There are two sets of instruments as follows

- The Deputy principal interview session
- The class teacher's questionnaire to be filled by 10 teachers currently handling the students.

It is important that the research instruments are dully completed on the day of the visit.

Thank you very much for your assistance

Nicholas Langat

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

Dear Teachers,

My name is Nicholas Langat a student at Moi University pursuing a Master of Education Degree in Educational psychology. I am conducting a research on influence of behavior modification techniques on students behaviors in secondary schools in Bureti sub county; Kericho county. Your school has been selected to participate. I am kindly requesting your cooperation in responding to these questions which will enable me accomplish this study. Your responses will be treated as **confidential**. Please do not write your name or your institution on this paper. Thanks in advance.

SECTION A: ACADEMIC QUALIFICATION.

Please indicate your Academic qualification by ticking in the brackets given.

- a) Diploma ()
- b) Approved teacher ()
- c) Bachelor of education (B.ED) ()
- d) BA/BSC with PGDE ()
- e) Masters (M.ED) ()
- f) Any other ()

Section B: Teacher Experience.

Please indicate the number of years you have been teaching .Tick where appropriate in the brackets given.

- a) I have been in service for (1-2yrs) ()
- b) I have been in service for (3-4yrs) ()
- c) I have been in service for (5-10yrs) ()
- d) I have been in service for (Over 10yrs) ()

Section C. Behavior modification techniques used in schools.

How will you rate the following statements used to modify students' behaviors. Please give your responds on either (**strongly Agree, Agree, Undecided, Disagree, strongly Disagree.**)

| Statements | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Stating the target behavior to students before teaching is a way of guiding development of new behavior. | | | | | |
| Reducing a complex skill (behavior) into smaller achievable steps as way of aiding the learning of new behavior is effective way of teaching behavior. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Positively reinforcing students when they mastered the initial step progressively assist in teaching new behavior gradually. | | | | | |
| Rewarding students every time they progress towards the target behavior is effective technique to teach students new behavior. | | | | | |
| Praising the students for learning acceptable behavior is effective technique used to train students to learn behavior. | | | | | |

SECTION D. Use of successive approximation techniques on students' behaviors

1. How effective are the following behavior modification techniques used in school in dealing with smoking or alcohol drinking among students. In the statement tick whether you (SA –strongly agrees, A- agrees, U-undecided D- disagree SD- strongly disagree.)

| Statements | SA | A | U | D | SD |
|---|-----------|----------|----------|----------|-----------|
| Positively reinforcing any slight instances of stopping abuse of drugs is effective in initiating stoppage process. | | | | | |
| Breaking ways of managing drug abuse into small steps and teaching step by step is a way of stopping students' drug abuse in schools. | | | | | |
| Positively reinforcing students who abuse drugs when they complete the first step of abstinence is effective in eradicating drug abuse. | | | | | |
| 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. | | | | | |
| Praising instances where students stop abuse of drugs along all the steps until they stop completely is effective method of dealing with drug abuse. | | | | | |

2). How will you rate the following shaping techniques in handling bullying behaviors in your school? Please give your responds on either (**strongly Agree, agree, undecided, disagree, strongly disagree.**)

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| If students with bullying behavior are taught how to handle others with respect they respond positively. | | | | | |
| We need not wait for student with bullying behavior to change immediately; instead any small direction toward non bullying behavior is reinforced. | | | | | |
| If students with bullying behaviors receive reinforcement towards non bullying behaviors over time they will have appropriate behaviors. | | | | | |
| If posters on expected behaviors are displayed they assist in reducing bullying in schools. | | | | | |
| When students with bullying behaviors are positively praised for their respectful interaction with others they will display appropriate behaviors. | | | | | |

3. How will you rate the following shaping techniques in eradicating cheating behavior in exams? In the statement tick whether you (**strongly agree, agree, undecided, disagree, or strongly disagree.**)

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Breaking an exam into sections and teaching the concepts first before administering it reduce cheating. | | | | | |
| Introducing simpler exams for weak students and reinforcing correct responses as one progress to standard exams removes cheating | | | | | |
| If many exams that are not punitive but related to national exams are done by candidates fear of failing in exams is eliminated. | | | | | |
| Rewarding students when they honestly answer exams questions without necessary being the best remove cheating in exams. | | | | | |
| Rewarding weak students for slight improvement as they progress step by step remove cheating in exams in schools. | | | | | |

SECTION E: Techniques used to reward appropriate students behaviors.

1. How will you rate the following behavior modification techniques in eradicating cheating behavior in exams? In the statement tick whether you (**strongly agree, agree, Undecided disagree, or strongly disagree.**)

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Giving students money for performing well in exams in schools aid in eradicating cheating behavior. | | | | | |
| Allowing students who do their exam honestly to watch their favorite movies will encourage others to be honest. | | | | | |
| Giving note book for students who are doing their exams honestly no matter the grade will encourage others to do so. | | | | | |
| Holding party with those students who do their exams honestly will encourage the cheats to stop cheating in exams. | | | | | |
| Taking students for trips for displaying honest behavior in exams will encourage exam cheats to stop their cheating behaviors. | | | | | |

- 2.) How will you rate the following behavior modification techniques in eradicating bullying behaviors on students? In the statement tick whether you (**strongly agree, agree, Undecided disagree, or strongly disagree.**)

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Giving money to students who display respectful behaviors as those with bullying behaviors watch will discourage bullying in schools. | | | | | |
| Recognizing the students who are respectful in front of those with bullying behaviours will encourage them to stop bullying behavior. | | | | | |
| Allowing students who display non bullying behavior to watch their favorite movie encourage the bullies to stop bullying. | | | | | |
| Giving snacks for polite interaction form students who initially have been bullies will make them stop bullying completely. | | | | | |
| Holding a party for non-bullying behavior for those students who have been bullying others will make them stop bullying behavior. | | | | | |

3) How will you rate the following behavior modification techniques in eradicating drug abuse? In the statement tick whether you (**strongly agree, agree, Undecided disagree, or strongly disagree.**)

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Rewarding students who have been abusing drugs by giving money when they start stopping help to stop completely. | | | | | |
| Recognizing students who are abusing drugs in schools will make them stop abusing drugs. | | | | | |
| Allowing students who have started stopping abuse of drugs to watch or listen to favorite music is effective way to stop abuse of drugs. | | | | | |
| Allowing to students who have stopped abusing drugs to play their favorite game in the field is to curb drug abuse. | | | | | |
| Taking students for a trip for stopping abuse of drugs will encourage them to stop abusing drugs. | | | | | |

SECTION F: Use of praise techniques in students behaviors `in secondary schools

1) Praise technique when effectively used is likely to change the following student's behaviors. Please respond to the following by the following (**strongly agree, agree undecided, disagree, strongly disagree.**)

| Statements | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Verbally praising students who have been bullying others and have stopped will eradicate bullying behavior. | | | | | |
| Writing a praise note to students displaying polite interaction and were bullying others will make them stop bullying behaviors. | | | | | |
| Students engaging in bullying behaviours do so for seeking praises from peers. | | | | | |
| Recognizing the students with bullying behaviours by praising the respectful interaction in front of students will stop bullying behaviors. | | | | | |
| Praising students in school assemblies for non-bullying behavior will help in eradicating bullying behaviors. | | | | | |

2. How will you rate the following behavior modification techniques in eradicating drug abuse? In the statement tick whether you (**strongly agree, agree, Undecided disagree, or strongly disagree**)

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Verbally praising students for stopping abuse of drugs help stop them from abusing drugs | | | | | |
| Writing a praise note specifically to students who have started stopping abuse of drugs aids in stopping the habit. | | | | | |
| Students who abuse drugs do so for praises from peers who abuse drugs. | | | | | |
| Recognizing the students by praising them for stopping abusing drugs make them stop abusing drugs completely. | | | | | |
| Praising students in school assemblies for not taking drugs will encourage others to stop abusing drugs. | | | | | |

3. How will you rate the following behavior modification techniques in eradicating exam cheating? In the statement tick whether you (**strongly agree, agree, Undecided, disagree, or strongly disagree**)

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Verbally praising instances in which students do exam honestly help stopping exam cheating in schools. | | | | | |
| Writing a praise note for students who have stopped cheating in exams will make cheating behavior to stop in schools | | | | | |
| Students cheat in exam to receive praise from peers for good performance. | | | | | |
| Praising honest behavior on students no matter the grade will help eradicate cheating in schools. | | | | | |
| Using school assemblies to praise students who have stopped exam cheating will help eradicate exam cheating in schools. | | | | | |

Thank you for your cooperation

APPENDIX III: INTERVIEW GUIDE FOR THE DEPUTY PRINCIPALS

Section A: Background information

- i) How would you describe yourself?
- ii) How long have been school deputy principal?
- iii) What is your teaching background?
- iv) How long have you been teaching?

Section B: Behavior Modification Techniques

1. In your opinion, how are appropriate behaviors and expectation taught and monitored in your school?
2. In your opinion, how are appropriate behaviors rewarded in your school?
3. In your opinion how will you teach a student new behavior for the first time?
4. How are token economies (rewards) used to positively influence student's behaviors?
5. How is praise technique used to influence students' behaviors?
6. How will breaking expected behaviors into steps and reward students for every step influence learning the behaviors.
7. In your opinion, which behavior modification methods are used in your school?

Section C: Influence of Shaping on Students Behaviors.

- 1) How will teaching respect for the students with bullying behaviours and expect them to show influence their bullying?
- 2) What are the consequences of positively reinforcing students who have started reducing alcohol abuse in schools?
- 3) How will breaking concept into steps and teaching students first before examining assist in eradicating exam cheating?
- 4) How will rewarding students for answering for the first time correctly in exam influence eradicating of exams cheats?
- 5) How in your opinion will exposing students to so many exams that are similar to the one to be tested assist in stopping examination malpractice?

SECTION D TOKEN ECONOMY:

1. How will rewards on students who have stop bullying affects the bullies in schools?
2. How will money given to instances of polite interaction from the bullies assist in stopping bullying in schools?
3. How will giving school trip to students for non-bullying behaviors help in eradicating bullying in schools?
4. How will reward given to students who have started stopping abuse of drugs influence their behaviors?
5. How does money given to students who have been abusing drug as reward affects their stoppage process?
6. How does school trip help students who have been abusing drug to stop it completely?
7. How do rewards help to stop exam cheating in schools?
8. How will reward to students who do exams honestly whatever their grades influence cheating in exams?
9. How does money given to honesty in exams practice influence exam cheats in schools?
10. How will a trip given to students doing exams honestly influence those who cheat in exams?


SECTION E: PRAISE TECHNIQUES

1. How do praise influence students bullying behaviors in schools?
2. How do Praising instances of polite interaction influence the bullies in schools?
3. How writing a praise note for non-bullying behavior affects the bullies in schools?
4. How will praising the students in the assembly for non-bullying behaviors affects the bullies?
5. How does praise influence stoppage of drug abuse in secondary schools?
6. How do praising students when they don't abuse drug affects their behavior?
7. How do praise note given to student who have stop drug abuse affects their future behavior?

8. How will praising students affects cheating in exams?
9. How do praise note given to students doing exams honestly influence exam cheating in schools?
10. How will praising students in assembly for doing exams honestly influence exam cheating behaviors?

Thank you for accepting to participate.

APPENDIX IV: RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

| | |
|--|--|
| <p>Telephone: 020 180 7000, 0711 288787, 0711 904145 Fax: +254-20-318249, 318249 Email: cp@nacosti.go.ke Website: www.nacosti.go.ke Whatsapp: +254 711 288787</p> | <p>NACOSTI Upper Kabete Off Waiyaki Way P.O. Box 20521-00100 NAIROBI KENYA</p> |
|--|--|

Ref No. **NACOSTI/P/18/18844/21117** Date: **2nd February, 2018**

Nicholas Langat
Moi University
P.O. Box 3900 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of behavior modification techniques on students behaviors in secondary schools in Bureti Sub County; Kericho County"* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **1st February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G.P. Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.

National Commission for Science, Technology and Innovation (NIS0900) 2008 Certified

APPENDIX V: RESEARCH AUTHORIZATION COUNTY COMMISSIONER



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams:
Telephone: Kericho 20132
When replying please quote
kerichoce@yahoo.com

THE COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.III (90)

3rd July, 2018

Deputy County Commissioner
BURETI SUB COUNTY

RE: RESEARCH AUTHORIZATION – NICHOLAS LANGAT

Authorization has been granted to Nicholas Langat of Moi University, by the National Commission for Science, Technology and Innovation as per the letter Ref. No. NACOSTI/P/18/18884/21117 dated 2nd February, 2018 to carry out research on *“Influence of behavior modification techniques on students behaviors in secondary schools in Bureti Sub County; Kericho County”* for a period ending 1st February, 2019.

Kindly accord him the necessary assistance.

Mustaf Abdal (MBS)
COUNTY COMMISSIONER
KERICHO COUNTY

CC: County Director of Education
KERICHO COUNTY

**APPENDIX VI: RESEARCH AUTHORIZATION COUNTY DIRECTOR OF
EDUCATION**



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email: cdekerichocounty@gmail.com

When Replying Please Quote:

County Education Office

P.O BOX 149

KERICHO

REF: KER/C/ED/CC/2/VOL. 1/

3RD JULY, 2018

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION - NICHOLAS LANGAT.

The above named has been authorized by National Commission for Science, Technology and Innovation to undertake research on "*Influence of behavior modification techniques on students behaviors in Secondary Schools in Bureti Sub-County; Kericho County*" for a period ending 1st February, 2019.

Kindly accord him the necessary assistance.




OSEWE F.M
COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY.


APPENDIX VII: RESEARCH PERMIT

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**


Serial No.A 17351

CONDITIONS: see back page


THIS IS TO CERTIFY THAT:
MR. NICHOLAS LANGAT
of MOI UNIVERSITY , 0-20210 LITEIN
,has been permitted to conduct
research in Kericho County


on the topic: INFLUENCE OF BEHAVIOR
MODIFICATION TECHNIQUES ON
STUDENTS BEHAVIORS IN SECONDARY
SCHOOLS IN BURETI SUB
COUNTY;KERICHO COUNTY

for the period ending:
1st February,2019


**Applicant's
Signature**

Permit No : NACOSTI/P/18/18844/21117
Date Of Issue : 2nd February,2018
Fee Received :Ksh 1000




Director General
National Commission for Science,
Technology & Innovation