

**EFFECTS OF REINFORCEMENT AND MODELLING ON DISORDERED
BEHAVIOUR OF PUPILS IN A MULTI-ETHNIC GHANAIAN CLASSROOM**

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APPROVAL

This research report has been approved by the Department of Educational Foundations,
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DEDICATION

This research work is dedicated to the Omnipotent God, my strength and my shield. To my parents, J.K.F. Addison and Elizabeth Anyan who laid the foundation. Also, I dedicate it to my wife Naomi and our three sons Papa Foh, Nana Nyarkoh, and Nana Ohene.

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ABSTRACT

This study investigated the relative effectiveness of reinforcement, modelling and multi-technique in improving inattention and aggression (behaviour problems) in the multi-ethnic Ghanaian classroom. A total of 64 primary four pupils (32 male and 32 female) drawn from four public basic schools in four municipalities of four regions (Greater Accra, Central, Volta and Eastern) constituted the final sample. The dependent variables were inattention and aggression. The effect of each of the main independent variables, reinforcement, modelling and multi-technique on participants' inattention and aggression (behaviour problems) was also tested with the moderating effect of gender, ethnic background, and socio-economic background.

The study employed the quasi experimental design using the pre-test- post-test- control group design. Three research instruments, Rutter's Child Behaviour Rating Scale (RCBRS) by Rutter (1967); Achenbach's System of Empirically Based Assessment Teacher's Report Form for Ages 6-18 (ASEBA TRF/6-18) by Achenbach (1983); and Behaviour Count Table for Baseline (BCTB) by Kozloff (1974) were employed to generate relevant data for the study. Eight research questions and eight hypotheses were formulated to guide the study. The hypotheses were tested with the analysis of covariance (ANCOVA). All the hypotheses were tested at .05 level of significance. Post-HOC pair wise comparisons using Fishers Least Square Method and Bonferroni method were carried out where applicable. Out of the eight null hypotheses tested, five were rejected and three were accepted in favour of the treatment groups. The findings of the study reveal that:

1. There is a significant difference in the effects of reinforcement, modelling and multi-technique in improving inattention behaviour of pupils in a multi-ethnic Ghanaian classroom.

2. There is a significant difference in the effects of reinforcement, modelling and multi-technique in improving aggressive behaviour of pupils in a multi-ethnic Ghanaian classroom.
3. There is no significant difference in the effects of reinforcement and multi-technique in improving inattention behaviour of pupils in a multi-ethnic Ghanaian classroom due to gender.
4. There is a significant difference in the effects of reinforcement, modelling and multi-technique in improving aggressive behaviour of pupils in a multi-ethnic Ghanaian classroom due to gender.
5. There is no significant difference in the effects of reinforcement, modelling and multi-technique in improving inattention behaviour of pupils in a multi-ethnic Ghanaian classroom due to ethnicity.
6. There is a significant difference in the effects of reinforcement, modelling and multi-technique in improving aggressive behaviour pupils in a multi-ethnic Ghanaian classroom due to ethnicity.
7. There is no significant difference in the effects of reinforcement, modelling and multi-technique in improving inattention behaviour of pupils in a multi-ethnic Ghanaian classroom due to socio-economic background.
8. There is a significant difference in the effects of reinforcement, modelling and multi-technique in improving aggressive behaviour of pupils in a multi-ethnic Ghanaian classroom due to socio-economic background.

In the light of these findings, recommendations were made.

TABLE OF CONTENTS

Page	
Title Page	i
Approval	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Abstract	vii
Table of contents	ix
List of Tables	x
List of Appendices	xi

CHAPTER ONE: INTRODUCTION

Introduction	1
Background to the Study	2
Statement of the Problem	9
Theoretical Framework	12
• Operant Conditioning Theory	12
• Social Learning Theory	16
Purpose of the Study	19
Research Questions	20
Research Hypotheses	21
Significance of the Study	22

Delimitation	24
Operational Definition of Terms	24
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Introduction	27
The Concept of Disordered Behaviour	28
• Causation of Behaviour Disorders	30
• Lack of Empathy – Risk Factor of Disordered Behaviour	31
Disordered Behaviour and Classroom Work	33
• Externalizing Behaviour Problems	39
• Internalizing Behaviour Problems	43
Modelling	44
Video modelling as Behaviour Change Technique	48
• Video Priming	49
• Error Correction Procedure	49
• Video Prompting	50
• Simultaneous Video modelling	51
• Video Model Practices and Models and Their Effectiveness	55
Reinforcement	61
Positive Reinforcement as Behaviour Change Technique	63
Negative Reinforcement as behaviour Change Technique	68
Gender Differences in the Forms of Aggression among Ghanaian Students	72
Corporal Punishment in Ghanaian Basic Schools	83
Discipline in Ghanaian Basic Schools	89
• Moral Imperatives	92

• Religious Imperatives	92
The Crucial Role of the Teacher	94
Ethnicity and Behaviour Management in Ghanaian Schools	95
Summary	100
CHAPTER THREE: METHODOLOGY	104
Introduction	104
Research Design	104
Study Variables	105
Area of Study	106
Population	106
Sample	106
Sampling Techniques	107
Instrumentation	111
• Rutter's Child Behaviour Rating Scale	111
• ASEBA TRF/6-18	113
• Behaviour Count Table for Baseline	115
Training and Appointment of Research Assistants	116
Validity and Reliability of Instruments	117
Pilot Study	117
Data Collection procedure	118
• Permission	118
• Inattention	119
• Aggression	119
• Administration	120

Reinforcement	122
Modelling	124
Multi-technique Approach	127
Control Group	129
Data Analysis Method	129

CHAPTER FOUR: RESULTS: DATA ANALYSIS AND PRESENTATION OF RESULTS

Data Analysis	131
Testing of Hypotheses	131
Summary of Results	165
Summary of Findings	171

CHAPTER FIVE: DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction	173
Discussion of Findings	174
Conceptual Model	200
Summary and Conclusion	200
Implications for Educational Practice	202
Recommendations	204
Contributions to Knowledge	206
Suggestions for Further Studies	208
Generalisation of the Results	210
REFERENCES	211
APPENDICES	248

List of Tables

Table

1.	Distribution of population before and after the RCBRS	109
2.	Selection procedure for participants in quantitative terms	110
3.	Examples of items on the RCBRS	112
4.	Examples of items on the ASEBA TRF/6-18	114
5.	Percentage performance by researcher and field assistants	116
6.	Results of the correlation between two set of scores of the instruments	118
7.	Descriptive statistics of experimental groups two sets of scores of inattention	131
8.	Test of Between – Subjects Effects	132
9.	Fisher’s Least Square method on difference in inattention across experimental conditions	133
10.	Pre- test-Post- test scores on aggression across groups	135
11.	ANCOVA on difference in aggression across groups	136
12.	Fishers Least Square method on difference in aggression across groups	137
13.	Descriptive statistics for pre-test and post-test inattention scores for male and female in the experimental groups	139
14.	ANCOVA on difference in inattention behaviour due to gender and experimental condition	141
15.	Adjustment for multiple comparisons: Bonferroni	142
16.	Descriptive statistics showing pre test and post test aggression results of male and female	144

17. ANCOVA on difference in aggression due to gender and experimental condition	146
18. Adjusting for multiple comparisons: Bonferroni	147
19. Descriptive statistics on difference in pre test and post test scores on Inattention due to ethnicity and experimental conditions	149
20. ANCOVA on difference in inattention behaviour due to ethnicity and experimental conditions	150
21. Descriptive statistics on difference in post test scores on aggression due to ethnicity and experimental conditions	152
22. ANCOVA on difference in aggression due to ethnicity and experimental conditions	154
23. Pair wise comparisons. Adjustment for multiple comparisons: Bonferroni	155
24. Descriptive statistics on difference in post test scores on inattention behaviour due to socio-economic background and experimental conditions	157
25. ANCOVA on difference in inattention behaviour due to socio-economics background and experimental conditions	159
26. Descriptive statistics of socio-economic and aggression	161
27. ANCOVA on difference in aggression due to socio-economics background and experimental conditions	163
28. Pair wise comparisons. Adjustment for multiple comparisons: Bonferroni	164

List of Appendices

1. Distribution of population before sampling	248
2. Rulters Child Behaviour Rating Scale	249
3. Behaviour Count Table for Baseline (Kozloft, 1974)	252
4. ASEBA Teacher's Report form for Ages 6 – 18	253
5. Participants' Scores on ASEBA TRF/6-18 across gender, socio-economic background ethnicity and reinforcement group	256
6. Participant' Scores on ASEBA TRF/6-18 across gender, socio-economic background, ethnicity and modelling group	257
7. Participants' Scores on ASEBA TRF/6-18 across gender, socio-economic background ethnicity and multi-technique group	258
8. Participants Scores on (ASEBA TRF/6-16 across gender socio-economic background, ethnicity and control group	259
9. Introductory letter from the Department of Educational Foundation	260