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EFFECT OF SHAPING TECHNIQUE ON POOR STUDY BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN OGIDI EDUCATION ZONE

[1]Promise Chukwuzimuzo Ajoku, [2]Amaka S. Obineli, [3]Helen E. Uzoekwe

[1,2,3]Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka

Corresponding Author: [1]promiseajoku53@gmail.com

ABSTRACT

The study investigated the effect of shaping technique on poor study behaviour of secondary school students in Oyi Local Government Area of Ogidi Education zone of Anambra state. Two research questions guided the study and two hypotheses tested at 0.05 statistical level of significance. A pre-test, post-test non-randomised control group quasi-experimental design was adopted for this work. The population size was 704 SS2 students. The sample size was 41 students who were identified by the norm 75 score as having poor study behavior from the selected schools using a multi-stage sampling procedure. First, purposive sampling technique was used to select Community Secondary School, Awkuzu and Community Secondary School, New Era Secondary School, Nteje from the forty (40) public secondary schools in Oyi Local Government of Ogidi Education Zone. The standardised instrument for data collection was Study Behaviour Inventory (SBI) developed by Akinboye (2009) on a page of 25 items which had five sections with the reliability coefficient of 0.874. Mean was used for answering the research questions and the analysis for co-variance statistics (ANCOVA) used for testing the hypotheses. Furthermore, the findings of this study revealed that shaping was effective on study behaviour of secondary school students in Ogidi Education zone of Anambra. There was also no significant difference in their mean scores. In line with the above findings, it was recommended that shaping technique should be adopted by counselors in the schools and other allied professionals as effective treatment technique on study behaviour among secondary school students and also in reducing other behavioural disorder in school setting, Teacher should try to refer students with poor study behaviour to guidance counsellors for proper diagnosis, dialogue and counselling it goes out of hand.

Key words: Shaping technique, Poor study, Behaviour, Secondary school, Students

INTRODUCTION

In Nigeria today, secondary school education remains a necessary requirement for every individual to become empowered for human capital and national development. Secondary school students can be described both as wealth and pride of the nation, because the future of any nation depends on the young ones at this level of education, who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development in a society, the young population must not only be preserved but also be hard working in their studies. This is because the performances of secondary school students nowadays in their academic work were mainly rooted in their levels of study behaviour.

Study means to examine and learn something carefully over a period of time in order to find out more about it. Collins and Cheek (2019), described studying as the process that requires the use of complex thought processes to interpret printed symbols as meaningful units and comprehend them as a thought unit in order to understand a printed message. According to Rubin (2012), also asserts that studying is a totally integrative process that starts with the reader and includes the affective, psychomotor and cognitive domains. Okebukola (2014) affirmed that through studying, humans have the tools to transmit knowledge to each succeeding generation; it allows one to listen to the wisdom and people of the ages. Douglas (2018), in his own case maintained that every child must be fully competent in studying to succeed in school and discharge responsibilities as a citizen in a democratic society.

Studying is the foundation of much enjoyment in life and it is closely related to vocational efficiency. In support of the above, Tracy (2018), asserts that children who enjoyed studying most are those ones a with good study behaviour while, those with poor study behaviour are easily distracted and frustrated in the process.

Based on the unfortunate level of study of some secondary school students, the researcher wants to use shaping technique.

Evidence abounded in literature about the role and efficacy of shaping technique on various behavioural problems especially those concerning students. Shaping technique is an operant conditioning in which reinforcement is used to mould desired behaviour by reinforcing successively closer approximation to that behaviour. Nwankwo and Thomas (2014) among several others have revealed several roles and efficacies of shaping techniques. It is becoming apparent to researchers that shaping as a technique can bring about changes in a person's learning processes

(Kleinkneckt, 2019). Thus, the task of the therapy involves identifying faulty learning patterns and replacing them with more adaptive behaviour.

Also, Anagbogu (2017), maintained that shaping is a type of behaviour modification technique, which requires training an individual to acquire a desired behaviour by reinforcing every responses of the individual which brings the individual closer to the desired responses while eliminating the undesired responses through non-reinforcement. The assumption underlying this strategy is that study behavioural problem resulted from maladjustment. Research has shown that if knowledge and information are put to the people and create situations in which these people can experience their learning practically, then the attitude, knowledge and value will change into actual abilities. The ability helps people in any position to know what to do and how to do it. Since most teachers assume they have done their bits in addressing the issue of poor study behaviour without much success, the researcher, felt that shaping technique could remedy it. It is against this background that he sought to examine the effect of shaping technique on study behaviour of secondary school students.

Purpose of the Study

The main purpose of this study is to determine the effect of shaping techniques on study behaviour of secondary school students in Ogidi Education zone

Research Question

What is the effect of shaping technique on study behaviour of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test mean scores?

Hypothesis

There is no significant difference in the effect of shaping technique on study behaviour of secondary school students when compared with those treated with conventional counselling using their post-test mean scores.

METHOD

The study adopted quasi-experimental research design of pre-test and post-test non-randonised control group. Akuezuilo and Agu (2015) pointed out that quasi-experimental research design could be used in school setting where it is not always possible to use pure experimental design which they considered as disruption of school activities. Harrington and Harrinton (2006), described quasi-experimental design as the type of study that determined the effects of treatment

paradigm on non-randonised subjects. The reason for using quasi-experimental researcher design is that it enable the researcher to change the condition or value of one or more variables usually known as independent or treatment variable in order to observe or measure the impact on another variable which is in turn called a dependent or out-come variables.

RESULT

The data collected from the field for this study were analysed and the summaries were presented in tables to highlight the findings. Then the findings were discussed.

Research Question

What is the effect of shaping technique on study behaviour of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test mean scores?

Table 1: Pretest and Posttest mean scores on study behaviour of secondary school students treated with shaping technique when compared with those treated with conventional counselling (Norm = 75)

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Shaping Technique	25	61.00	84.16	24.16	More effective
Conventional Counselling	11	64.73	75.64	10.91	

Table 1 indicates that students treated with the shaping technique had a pretest mean score of 61.00 and posttest mean score of 84.16, with gained mean of 23.16. while those treated with conventional counselling had pretest mean score of 64.73 and a posttest mean score of 75.64 with gained mean of 10.91. with the posttest mean score 84.16 which is above the norm of 75, the shaping technique was effective in enhancing secondary school students' study behaviour.

Null hypothesis

The effect of shaping technique on study behaviour of secondary school students when compared to those treated with conventional counselling is not significant using their posttest mean scores.

Table 2: ANCOVA on the effect of shaping technique on poor study behaviour of students when compared with those who received conventional counselling

Source of Variation Sum of Squares Df Mean Square Cal. F Pvalue Remark

Corrected Model		636.184	2	318.092	3.601	.038	Intercept	
2755.320	1	2755.320	31.195	.000	Study_Behaviour1		81.201	
1	81.201.	0.919	.345		Treatment Methods		399.369	
1	399.369	4.522*	.041*	S	Error		2914.705	
33	88.324				Total			
242998.000	36				Corrected Total			
3550.889	35							

S = Significant

Table 2 revealed that at 1df numerator and 35df denominator the calculated F4.52 with Pvalue 0.041 which is less than 0.05 the first null hypothesis is not accepted. Therefore the effect of shaping technique in enhancing students study behaviour is significant.

Discussion

The findings of this study revealed that shaping technique had a significant positive effect on the study behaviour of secondary school students. Students exposed to the shaping technique recorded a pretest mean score of 61.00 and a posttest mean score of 84.16, resulting in a mean gain of 23.16. In comparison, students who received conventional counselling obtained a pretest mean score of 64.73 and a posttest mean score of 75.64, with a mean gain of 10.91. The substantially higher mean gain recorded by students in the experimental group indicates that shaping technique was more effective than the conventional counselling approach in improving students' study behaviour. Furthermore, the posttest mean score of 84.16 exceeded the benchmark score of 75, demonstrating that the treatment successfully enhanced desirable study habits among the participants.

The hypothesis test further established that the observed improvement was statistically significant. The analysis of variance produced an F-value of 4.52 with a corresponding p-value of .041, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating that shaping technique significantly enhanced the study behaviour of secondary school students. This suggests that the improvement recorded by the experimental group was attributable to the intervention rather than to chance.

The effectiveness of shaping technique may be attributed to its systematic use of reinforcement to strengthen successive approximations toward desirable study habits. Through continuous reinforcement, feedback, encouragement, and gradual modification of behaviour, students become motivated to replace poor study habits with productive learning behaviours such as effective time management, regular reading, note-taking, concentration during study, and timely completion of

assignments. As these behaviours are reinforced repeatedly, they become stable habits that positively influence students' academic engagement and learning outcomes.

The findings of this study are consistent with those of Nwankwo and Mgbike (2021), who found that self-reinforcement and assertiveness training significantly improved the study behaviour of secondary school students in Anambra State. Their study concluded that behaviour modification techniques are effective interventions for correcting poor study behaviour and promoting desirable academic behaviours among adolescents. The agreement between the present study and that of Nwankwo and Mgbike is not surprising because both studies are grounded in behavioural principles that emphasize reinforcement as a mechanism for developing desirable learning behaviours.

Recommendations

Based on the findings it was recommended that:

1. School counsellors should adopt and consistently implement shaping technique in counselling programmes to improve the study behaviour of secondary school students.

2. The Ministry of Education and school administrators should organize regular training and workshops for school counsellors and teachers on the effective use of shaping technique since it has a significant effect on students' study behaviour

Conclusion

Based on the findings of this study, it was concluded that shaping technique is an effective counselling intervention for enhancing the study behaviour of secondary school students.

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