



# **Effects of Behaviour Modification on Sleeping Through Class Behaviour Among Masters Students in River State University**

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## **ABSTRACT**

The major purpose of this study was to determine the effects of behaviour modification on sleeping through classes behaviour among masters' students in Rivers State University. One null hypothesis was formulated. The single subject research, specifically A → B → A → B design was adopted in the study. The population of the study consist of all masters' students (Guidance and Counselling Option) for 2015/2016 academic session. A single subject was used as the sample. Baseline data before and after treatment was taken twenty-four (24) times to determine the effectiveness of treatment. The results obtained on the baseline data indicated that sleeping through classes behaviour improved tremendously because of the behaviour modification technique employed. Based on the findings, it was recommended amongst others that Association for Professional Counsellors (APROCON) and other allied bodies should organise seminars, workshops, train the trainer conferences to enlighten counsellors on the appropriate use of bibliotherapy and single subject research designs as they are found to be very effective in matters concerning academics.

**Keywords;** Sleeping through class, biblo-therapy, behaviour modification, single subject design.

## **INTRODUCTION**

Sleeping through classes behaviour is regarded as a deviant behaviour in the school setting, students are expected to remain active throughout the duration of classes. Sleeping through classes behaviour is a serious threat to excellent academic performances. Akinade (2014) define sleep as a state of semi or complete unconsciousness of living individuals. It is a naturally recurring state of reduced or absent or altered consciousness. Our consciousness may be relatively blank when we are asleep. Sleep is more easily reversible than being in a coma. If this definition is true of sleep what can a sleeping individual gain in an ongoing lecture room? no teacher, parent or school administrator will welcome a sleeping through class behaviour. It is definitively a bad result of not enough sleep at night. Every normal individual need basal sleep, that is the amount of sleep you need on a regular basis to keep yourself operating efficiently both physically and mentally every night. Sleeping behaviour in class will render an individual inactive and cause him/her loose information gained by others, that will enhance his/her academic performance.

Sleeping through class behaviour has not been given much attention by previous researchers. To the best of the researchers' knowledge or information on sleeping through class behaviour may be hidden in grey areas. The researchers decided to employ behaviour modification techniques to help a client with this behaviour in the Rivers State University considering the great harm this behaviour might cause on his academic performance.

Per Hackney & Cormer (2005) behavioural counsellors seek to initiate activities that help client alter and manage personal contingencies, both in the counselling session and in the clients, real world. The overall goal of behaviour intervention is to help clients develop adaptive and supportive behaviours to multifaceted situations. Akinade (2012) see behaviour modification as changing weak, deficit or excess behaviours using learning theories especially operant and classical conditioning of clients. It is psychotherapy aimed at changing of behaviour to specific stimuli. Ekanem (2016) says the basic assumption of behavioural approach is that client problems are problems in learning therefore counsellors should help those who come to him/her to learn new ways of behaving. She went further to say that counsellors are more concerned about observable patterns of behaviour rather than the inherited genetic and constitutional determinants of behaviour which are not under the control of the behavioural scientist.

Akinade (2012) see psychological disorders as the result of maladaptive learning. He says behaviourist assume that all behaviour is learnt from the environment and symptoms are acquired through classical and operant conditioning. They believe that if behaviour modification is attained through learning and other psychological principles. The basic learning models that provide the foundation of behaviour modification include, the classical conditioning model, operant conditioning model, the observational learning model of behaviour and self-regulating model. (Essuman Nwaogu and Nwanchukwu, 1990).

Ekeruo (1990) outlined the basic assumptions of behaviour modification as follows;

1. Inappropriate behaviour that have been learned can be unlearned or modified using applied learning principle.
2. Behaviours that have not been learned could be learned by training, that is, the acquisition of a desirable behaviour that is not in the individual.
3. There is also the exchange of one response for another as observed in the principles of reciprocal inhibition.

If these assumptions about behaviour modification are true, then sleeping through classes behaviour is assumed learned and it is inappropriate in classroom setting, it can be unlearned or modified using bibliotherapy which is a behaviour modification technique. It is hoped that sleeping through classes behaviour would translate into good active learning outcome. It is against this background that the study investigated the effects of behaviour modification on sleeping through classes behaviour among masters' students in Rivers State University

### **The Case History**

The client was a 38-year-old man in a master of education (guidance and counselling option) class. This man habitually sleeps through classes. This maladaptive behaviour has made him inactive in class and his test results has nothing to write home about. The indication was that if the trend was not checked he might be asked to withdraw because of academic failure. On several occasions, he has been sent out of class by concerned lectures as a measure of discipline to checkmate this habit. The habit eventually turned him to an object of mockery in class. He was personally not happy about his behaviour but cannot help himself. One of the researchers a lecturer in his department spotted him and brought him to his co-researcher who is also a counsellor in the university to help modify his sleeping behaviour. After interacting with the counsellor, he was very happy to learn that there is a way out of his maladaptive behaviour of sleeping through classes. He confided in the counsellor that his wife is a bone in his neck and prefer to stay in the sitting room to watch programmes rather than going in to sleep in the same room with her. He was particularly addicted to Nollywood channel which shows diverse films 24hours in a day. He stays awake watching films and eventually sleeping off on the sofa.

Antecedent – he started sleeping through classes when he started having problems with his wife. To avoid her, he stays awake watching films and eventually end up sleeping on uncomfortable chairs in the parlour, which in turn makes him weak and tired in the morning.

Precedents – the major precedent associated with the clients' behaviour is when he is in the class his tired and weak disposition in the morning knocks him up to sleep.

Consequences – the after effect of sleeping through classes is loss of information, being inactive and out of touch with reality in class.

Contingency – the modifier explained that when his behaviour is modified that his problem would be a thing of the past. It was further explained to him that without watching television late into the night he was going to improve on his behaviour and sleeping comfortably on his bed will also do him good as his being in school as an adult should be justified by showing good examples to his children through his results.

Behavioural Contract – the client and counsellor entered a contract. The counsellor explained some of the behaviour contracts that could be used such as bibliotherapy, symbolic modelling, proximity control and he chose bibliotherapy.

### **Objectives**

By the end of the behaviour modification period, client should be able to do the following;

1. Stop sleeping through class habit
2. Participate actively in class activities

### **Hypothesis**

The null hypothesis formulated to guide the study states that,

There is no significant effect of behaviour modification on sleeping through classes behaviour among MED students in Rivers State University (RSU) when the baseline data obtained in A is compared to  $B \rightarrow A \rightarrow B$ .

### **METHODS**

The single subject research design was used in this study. It deals with experimentation with one subject by subjecting him to detailed examinations for conclusive determination of the effects of the experimental treatment conditions on him. In this way single-subject research is successfully used to investigate pure cause (remediation intervention) and effects (new behavioural change) relationship in a manner that rules out possibility of rival hypothesis even though randomization and inclusion of a control group were to evoked in the situation (Kpolovie, 2010). Specifically, the  $A \rightarrow B \rightarrow A \rightarrow B$  design was adopted.

### **Population**

The population of the study comprised of all masters of Education (Guidance and Counselling Option) students in Rivers State University of Science and Technology now Rivers State University for 2015/2016 academic session.

### **Sample and sampling procedure**

One of the researchers a lecturer in the above-mentioned institution discovered a sleeping behaviour in one of his students and referred him to the second researcher who is a practising counsellor in the same institution for behaviour modification.

### **Instrument**

This was a laboratory approach using Bibliotherapy as behaviour modification procedure to determine its effectiveness on sleeping through classes behaviour. A baseline data was taken before and after treatment to draw conclusions.

### **Treatment procedure**

The treatment procedure was carried out in four phases simply described as  $A \rightarrow B \rightarrow A \rightarrow B$  to unambiguously generate pure casual effect evidence or relationship between an independent and a dependent variable.

Phase A is the baseline period; this is the natural value or level of a variable in its original state; when it is not affected by any special or unusual influences. It is a measure of the dependent variable as it occurs without the experimental manipulation used to assess the impact of the experimental intervention. This baseline was taken six times at this stage for six weeks. The baseline is a pre-treatment condition.

The second phase is the presentation of the first B condition. This phase refers to exposure to the experimental treatment condition that is deliberately introduced and administered for the sole aim of changing the undesirable behaviour. Treatment was administered for a period of six weeks to enable the researchers obtain a valid data for comparison with phase A.

The third stage is the deliberate recurrence of A (the second A) baseline condition to ascertain whether the behaviour change gained with the introduction of the treatment at B will be sustained without continuation of the treatment, treatment was withdrawn to ascertain this. This was also done for six weeks.

The last stage is the re-introduction of B (the second B) in which the eliminated experimental treatment condition is reinstated to determine whether it will be accompanied with remarkable steady increment in behaviour to stability as it did during the first exposure to treatment condition.

**Treatment process**

Bibliotherapy was the behaviour modification technique employed for a behaviour change. This technique enables individuals to have self-control by assuming responsibility for his own behaviour using typed materials which provides detailed therapeutic instructions; the client learns to teach himself control of the self. Essuman, Nwogu and Nwachuku (1990). With this method, the client can operate without any form of interaction between him and the counsellors. The counsellors task is limited to that of clarification of instructions. The client was handed down the following instructions.

1. Keep daily record of all your lectures.
2. Jot down every assignment given.
3. Note total number of hours' lecture was received.

The progress was recorded in a self-monitoring sheet as sampled below.

**Figure 1: Weekly total hours (for all courses) for first semester 24hrs.**

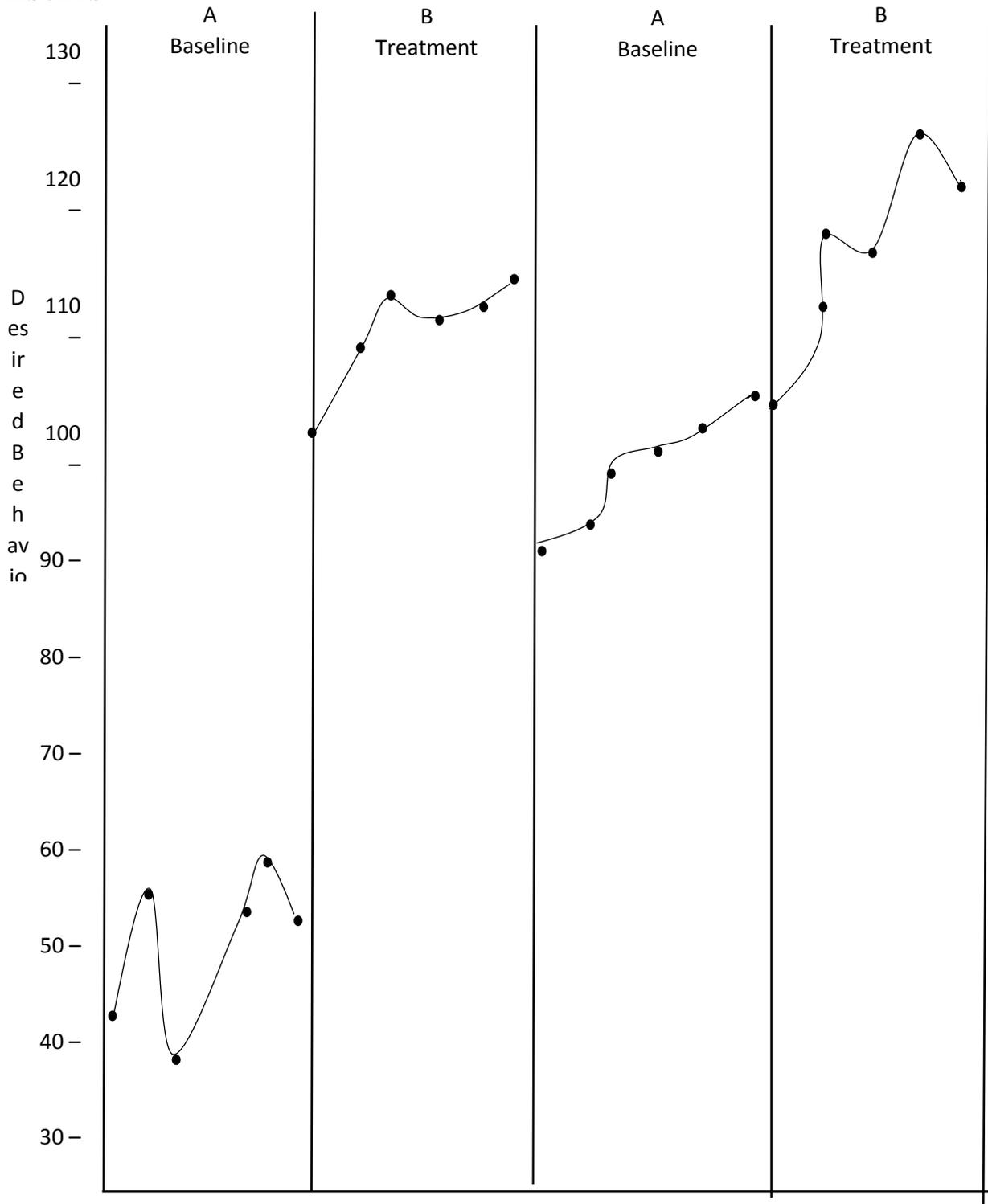
Self-Monitoring Sheet (Sample)

<b>Days</b>	<b>No of Lectures Daily</b>	<b>Assignments Received</b>	<b>No of Lectures Received</b>	<b>No of Records Kept for each Lecture</b>
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				

**Data Analysis**

The baseline data obtained in the first A (pre-treatment data) was used to compare the data obtained in the first (treatment data and the second baseline and treatment data obtained) B and subsequent A and B.

**RESULTS**



**Figure 2: Baseline investigation done for the client before and after treatment using A→ B→ A→ B.**

Hypothesis – There is no significant effect of behaviour modification on sleeping through classes behaviour among Med students in RSU. When the baseline data obtained in A is compared to B, A, B. Figure 2 indicates twenty-four observations that the researchers made through his close friend who was also concerned about his sleeping behaviour, which made it difficult for him to comprehend materials in class. Before the commencement of treatment baseline date was at a low ebb, client was constantly out of touch with what was happening in the class most of the time. Therefore, Bibliotherapy the treatment procedure was handed down to the client for self-monitoring from figure 2, the performance accelerated drastically and were recorded and represented in the first B section of figure 2. Later instructions were withdrawn from the client and his success were recorded and presented in the second A (baseline) section at the figure although there was a decline but it was much better than the first and finally the client was reintroduced to the bibliotherapy materials his performance again improved above the first B these were presented in the second B (treatment) section of the figures above.

The researchers concluded that the sleeping through classes behaviour improved tremendously because of the behaviour modification technique employed by the researchers. The decline in the sleeping through classes behaviour of the client was very effective with the introduction of Bibliotherapy this has been proved beyond reasonable doubt from the record of the data contained in figure two. On this basis, the null hypothesis that “there is no significant effect of behaviour modification on sleeping though classes behaviour among Med students in RSU when the baseline data in  $A \rightarrow$  is compared to  $B \rightarrow A \rightarrow B$  is rejected and the alternate hypothesis retained. This then means, there is a significant effect of behaviour modification on sleeping through classes behaviour among Med students in Rivers State University for 2015/2016 session when the baseline data obtained in  $A \rightarrow$  is compared to  $B \rightarrow A \rightarrow B$ .

### **CONCLUSION AND RECOMMENDATION**

Bibliotherapy as a behaviour modification technique teaches self-control through a series of instructions. This technique is very appropriate for proper adaptation to the demands of school life. Bibliotherapy entails the settings of goals and a conscious plan by a client to pursue them. It enhances the possibility of self-teaching, self-regulation and self-actualization. It keeps the client very active in the process of counselling based on the above mentioned, it is recommended as follows;

1. Counsellors should employ bibliotherapy technique in matters concerning academics to make the client an active member of the counselling session.
2. Single subject designs should be adopted to help students overcome school related problems as counsellors' attention on such clients remains undivided.
3. Association for professional counsellors (APROCON) and other allied bodies should organise seminars, workshops train the trainers conference to enlighten counsellors on the appropriate use of bibliotherapy and single subject research designs.

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