

# **STUDENT LEADERSHIP AS A BEHAVIORAL MODIFICATION IN CONTROLLING DISRUPTIVE BEHAVIORS OF CLASSMATES: A STUDY OF MATHAYOM 3 STUDENTS AT SIRISUKSA SCHOOL**

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**Abstract.** Disruptive behaviors cause student inattention in learning, annoying friends and teachers as well as these behaviors leading to student academic failure and antisocial behaviors. This study aims to create a behavioral modification module to control and decrease the disruptive behaviors by practicing leadership; and a modification module for selected student leaders to be role models, giving modification treatments with positive reinforcements. Token economies will be provided to change the disruptive behavior in classmates. Bandura (1989) Miltenberger (2008)'s and Parnchit Rochanawanichakorn (2005)'s concepts are combined and used for the study's theoretical framework in order to create a behavior modification module. The subjects are students in Mathayom Suksa 3 (Grade 9) at Sirisuksa School in Samutprakarn Province in Thailand -from two classrooms. Students from a highly disruptive behavior class are identified by teachers, behavioral checklists used, and three observers assigned to provide the experimental group. The other classroom is a control group without any treatments. The behavioral checklists, multiple baseline design, and quasi-experimental design employing a time-series are instruments that are used to find out the baseline of frequencies for the disruptive behaviors before and after giving treatment. The sociometry method is used for selecting student leaders who are given a training program dealing with disruptive peer groups in order to control and decrease those undesirable behaviors. The training program consists of: how to identify the character of disruptive behaviors; how to give positive reinforcements and token economies; as well as how to be role models referring to Bandura's theory. The findings can help teachers know how to implement a new strategy in teaching and learning processes, including using students as partners in developing behavioral modification procedures.

**Keywords.** Behavioral modification, disruptive behaviors, model, positive reinforcements, self-efficacy, self-management, self-regulation student leadership, token economy

## **Introduction**

Disruptive behaviors are a kind of disturbing problem in classrooms. Students' disruptive behaviors include inattention, inappropriate talking to teachers and peers, looking around, moving around, noncompliance and aggression, and many more in which those behaviors take place during teaching and learning periods. According to Boonreungrat (1972), Inpirom (1962), Juthangkha (1974), Lebkrut (1974), Thanyawong (1974), Unprasert (1976), as cited in Pumwaree (1986), the disruptive or undesirable behaviors of students in classrooms can be categorized as: inattention; talking to friends in loud noises and interrupting classmates and teachers; making inappropriate verbal conversation and lying; and other misbehaviors. Eaton et al (1956) as cited in Phumpatprakom (1986), state that disruptive behaviors that teachers experience in classrooms are inattention, lack of discipline, and non-interest in teachers' assigned work.

Disruptive behaviors start while students are in lower grades in which those behaviors will intensely become more aggressive in further grades. Especially, students in Mathayom 3 who are at critical ages, according to Pitaksirikul (1989), who stated that Mathayom 3 level is an important study level in which students have to choose whether to go to an academic mainstream or a vocational mainstream. They may be uncertain in making decisions about how to conduct their own lives or face many obstacles in their lives. In addition, from a study of Goebal and Brown (1981) as cited in