

ABSTRACT

Name of Institution: De La Salle University-Aguinaldo

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TITLE: The Effect of Behavior Modification on the
Development of Empathy Among Children with
Disruptive Behavior

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OBJECTIVES OF THE STUDY:**A. GENERAL:**

This study primarily sought an answer to the effect of behavior modification on the development of empathy among children with disruptive behavior.

B. SPECIFIC:

1. To find out if children who received the Behavior Modification Program had a higher level of empathy.

2. To determine if Token Reinforcement was an effective technique of behavior modification to decrease or eliminate maladaptive and undesirable behavior of children and increase behavior which were adaptive and

desirable.

3. To determine if sex of respondents and sex of the stimulus figure affected the respondents performance in FSTE.

SCOPE AND COVERAGE:

This study was limited to only one behavior modification technique which was Token Reinforcement. Prior to intervention, one week was allotted for observing and recording the disruptive behavior of respondents under the experimental group. FSTE was administered to the experimental and control group to measure the level of empathy after the intervention.

METHODOLOGY:

This study used the quasi-experimental type of research design. Samples of the study were 35 children with disruptive behavior. An adapted test on empathy which is FSTE and Rose's checklist of disruptive behavior were used as research instruments. A week prior to intervention was allotted for observing the experimental groups' behavior, while the respondents under the control group were sent back to their respective classrooms. After the observation, the Behavior Modification Program was administered to the experimental group for 3 weeks. Then FSTE was administered to both groups to measure and compare the

level of empathy. Interpretation of data was made and analyzed through mean distribution and the use of split-split-plot design.

MAJOR FINDINGS:

From the results obtained, it showed that respondents under the experimental group had the same level of performance in PSTE with the respondents under the control group. Both groups also obtained the same level of empathy which was fairly empathic corresponding to their scores in PSTE. It also showed that sex of respondents and sex of the stimulus figure had no significant effect on the respondents performance in PSTE. Token Reinforcement was found to be an effective technique of behavior modification to decrease or eliminate the disruptive behavior of children and increase the desired behavior. Based on the scores obtained in PSTE, hypothesis 1 was accepted since both groups obtained the same level of empathy and the same level of performance. Hypothesis 2 was also accepted. It showed that sex of the respondents and sex of the stimulus figure had no effect in the respondents performance in PSTE.

CONCLUSIONS:

1. Respondents had the same level of performance in PSTE and the same level of empathy regardless of sex and treatment given.

2. Token Reinforcement was an effective technique of behavior modification to decrease or eliminate disruptive behavior of children and increase desired behavior.

RECOMMENDATIONS:

1. Elementary teachers should explore and adapt effective techniques in modifying their students behavior and select appropriate ways to increase good behavior.

2. Guidance Counselors should provide trainings and programs for improving and developing empathy among children to enhance children's personal and social development.

3. For future researchers to conduct further studies on the subject and make a wider scale of population that includes observation on the control group and conduct initial test to serve as baseline data for more accurate results. A more accurate and updated test to measure empathy on children should also be developed.