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Study of the relationship between student and teachers in terms of reinforcement in Primary schools of the Allahabad

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Abstract: The purpose of the study was to determine relationship between teacher and students in terms of Reinforcement Their Effectiveness academic performance of the Primary schools student of Allahabad district. The study employed a Mixed Methods design in which both quantitative and qualitative data were collected. The study has targeted the students from public and private schools students of rural and urban area of the Allahabad district. Data was collected by using check-lists and interview schedules. Qualitative data was analyzed by using the thematic and content analysis such as Cronbach's Alpha. The study reported on the use of praise, tangible items such as games and money, social, activity and token one were also moderately often used by the teachers.These terms also used in both form of reinforcement such as positive and negative reinforcement. The participants also used both Continuous reinforcement and partial reinforcement schedules. The study recommends that, schools should enhance reinforcement programs which have long term effect. Moreover, teachers should deepen their knowledge on reinforcement programs for academic success of students.

Keywords: Reinforcement, Primary schools, academic performance, Allahabad.

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I. INTRODUCTION

Educators are constantly searching for ways to improve students' performance. Although there are numerous techniques available, they may not have the supporting studies and literature that educators seek. Even after one has chosen a technique, there is no guarantee that it will work the way that it was presented or advertised. Despite the abundance of new ideas for improving students' performance, there is an old technique that never fails. The technique of rewarding students for their work always results in better student performance and achievement. According to the author, when an educator says, "I've tried positive reinforcement and it doesn't work," that statement is an oxymoron because if a consequence did not function to increase a behavior, then it was not reinforcement [4].

There are many reasons why reinforcement will not work. One reason may be that the reinforcer is not reinforcing [3,5]. An important element of positive reinforcement is the use of rewards or reinforcements. Reinforcements vary from child to

child, therefore educators should be aware of the reinforcements that student values and use them. This means the reinforcer must be important to the student in order for positive reinforcement to work (Gargus, 2004).

Another reason why positive reinforcement does not work is because it is not done consistently. If the reinforcement is inconsistent, the student will not know whether he or she will receive a reward and therefore will be less likely to try their best on an assignment or test (Ormrod, 2004).

Sometimes, reinforcements do not work because the individual either loses too much or gains too little **by** changing a behavior. A student is not going to stay up all night to study to get an A in a test only to receive a sticker. Neither will a student miss out on playing with his friends to study for a quiz that he is going to get a smile for doing well (Ormrod, 2004).

Another reason why positive reinforcement sometimes does not work is because shaping happens too quickly. Sometimes encouraging a desirable behavior requires a process of shaping that behavior and that process takes time. You will not get a "D" average student to immediately get an "A" average using positive reinforcements. You might have to first get the student to have a C average and then build up from there with the reinforcements (Ormrod, 2004).

The effectiveness of positive reinforcement has been well documented in journals and books over the past twenty years, yet there are still so many teachers who are having difficulty implementing the technique. This is because teachers often do not understand how positive reinforcement works. Teachers often believe that

positive reinforcement and punishment are things that are either given or taken away. A punishment, **by** definition, results in a decrease in behavior whereas, a positive reinforcement, results in an increase in behavior (Maag, 2001). The purpose of this study is to demonstrate that when used correctly, positive reinforcements can improve students' performance in their spelling tests.

II. LITERATURE REVIEW

According to Ford and Thomas (1997, Retrieved 2005) there is little consensus on how best to define underachievement, particularly among gifted students. A related issue concerns one's definition of underachievement. In general, underachievement is defined as a discrepancy between ability and performance. Yet, few studies have used the same definition of underachievement. After reviewing more than 100 publications on underachievement, Ford (1996) noted that this can be measured using any number of criteria and instruments. Studies have been carried out on the reinforcement schedules employed in classroom teaching. In an experimental study of simple concurrent schedules of reinforcement by Becker, (2006) verbal performance was evaluated. The participants were university students recruited through flyers distributed in campus buildings in New York. Responding rates were used as dependent variables while preferred and non-preferred sound delivered to participants were the independent variables in a continuous schedule of reinforcement. Findings indicated that, in order to create a methodology for reinforcer indication, not only stimulus selection but other variables such as the schedules of reinforcement delivered, response cost and deprivation variables should be analyzed. Becker's study only investigated on the continuous reinforcement, unlike current study that studied whether there was a variety of a reinforcement schedule employed by the teachers during instruction. Rachel and Thomas, (2010) studied the effects of fixed time reinforcement on six students behaviour in the classroom where non-conformity to do classroom task was rampant.

Data was quantitatively analyzed, and the findings indicated that partial reinforcement was more effective on the students' positive learning by behaviour. Rachel and Thomas (2010) study only adopted quantitative techniques but no qualitative data was obtained. The present study employed both qualitative and quantitative research design to fill this gap. Moreover, Moskwitz, (2011) studied comparison of variable ratio and fixed ratio schedules of Token reinforcement in Boston. The study used two students as participants for ratio schedules and two students aged six for fixed ratio schedules of 12 years for token economy. The findings were that, fixed ratio schedules seemed to be more effective than variable ratio schedules contrary to scientific proof that varied ratio is more effective. In addition, a lower response rate for varied condition for one individual was reported. Freidman, (2012) also conducted a research on comparison of reinforcement schedules for Boston students with different backgrounds, 23 from backgrounds and 27 from low economic status using purposive and random sampling. Reliable teacher reinforcement schedules indicated that pupil's socio-economic status, grade level interactions affected reinforcement schedules employed. Middle class level pupils significantly appreciated frequent non- verbal reinforcements than lower class pupils.

Study habits is a well planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedeji). Therefore, study can be interpreted as a planned program of subject matter master. Child (1981, p.95) reports that, *"studies with human and animal subjects have revealed that an ability to learn how to solve problems of a given kind can be developed with sufficient practice on tasks of a similar nature*." Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. Crow and Crow (2007, p.261)"s *Educational Psychology* states that study requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose. Child (1981, p.95)"s *Psychology and the Teacher* asserts that we talk about forming bad or good habits in many everyday activities in both social and educational contexts. We behave, by and large, in characteristic ways because we have discovered through experience that some responses are more effective than others. Sawar et al. (2009) in their analysis on "Study Orientation of High and Low Academic Achievers at Primary School Level on Pakistan" revealed that the high achievers had better study orientation, study attitude than the low achievers.

III. MATERIALS AND METHODS

The main objective of this study was to study of relationship between students and teachers in terms of reinforcement given by teachers in Primary school of Allahabad District. To explore the performance of the students in terms of reinforcement in District of Uttar Pradesh that is Allahabad, few independent variables were considered.In order to reach the research's aim, first identified reinforcement components of the students of government and private school, then investigated which of these components have an emphasized manifestation and if this manifestation depends on a series of independent variables like area, affilation of schools and gender,.

For this purpose 20 schools (10 government and 10 private schools) were selected from Allahabad District. From each selected school's 25 students participated in the study. Care was taken that the respondents were from each level of variables.

Research Design

The research is a descriptive research. It made use of both qualitative and quantitative tools in analyzing the data gathered through check-list, interview and observation.

Sampling Plan

Three stage stratified random sampling has been used to draw the sample of respondents from selected schools. Care was taken that each section of the schools such as government, private, rural and urban was represented in the sample. A total of 500 respondents were selected to participate in the study. Details of the sampling plan are given in Table 1.

Table 1: Sample plan of the research

Type of school	Gender	Urban	Rural	total
Government	Boys	75	50	125
	Girls	75	50	125
	Total	150	100	250
Private	Boys	75	50	125
	Girls	75	50	125
	Total	150	100	250
Total	Boys	150	100	250
	Girls	150	100	250
	Total	300	200	500

Selection of the respondents

To make the sample representative respondents were selected from each schools and Care was taken that each section of the schools such as government, private, rural and urban was represented in the sample. Thus the survey was conducted with the help of well designed check-list (Appendix-B) which have 62 statement prepared for this purpose.

Data Collection

The data are collected from different schools of the Allahabad District by collecting information from the students of the school by the help of check-list. The researchers used a reinforcement instruments to determine the effect of it on the performance of the students. The reinforcement check-list contained 62 statements based on education facets adapted from the reinforcement survey (EMS). The content of these statements was modified slightly by the researchers to make them more appropriate for participants. The motivation instrument described **two facets**, measured by four statements for positive reinforcement and five statements for negative statements. The collection of the data takes place by following:

Check-list

Check-lists are made of by pilot study of the schools by different old records of them by other researches, different articles on them and by personal sighting observation of the schools. This took the form of a list of statement given to respondents to answer with the rational of getting data on the topic under study. The statement in the check-list took two forms; open ended statement and close ended statement. The close ended statement offered a set of alternative answers from which the respondents were asked to choose the one that most closely represents their view. The open ended statement on the other hand were not followed by any kind of choice. With this, the respondents' answers were recorded in full. The respondents again answered the statement the way he or she understood them.

Development of the Check-list

The items of the check-list were developed with help of review of literatures related to the government and private schools. After collection of the data for the check-list from the review, a list of statement was developed. Two items were rephrased for better understanding of the respondents and no items were deleted or added. The final check-list was thus developed.

For development of the check-list insights were taken from the following:

- Manual for Academic Reinforcement Test (ART) (Dr. John W. Best, USA, 1980).

ANALYSIS OF DATA

The analysis of the data collected was done at the end of the data collection. The responses were classified and summarized on the basis of the information provided by the respondents. The analysis was done using both qualitative and quantitative tools. With the quantitative tools, the current version of Statistical Product and Services Solution (SPSS) data analysis program, Microsoft excel, absolute figures, tables, percentages, and statistical tools such as graphs, charts, maps, diagrams were used, whereas qualitative made use of descriptions, analysis of feedback from interview. The data collected from the students of the 40 schools of the Allahabad District has been analyzed by Cronbach's alpha (α).

Cronbach's alpha (α)

Coefficient alpha is an appropriate reliability estimator for *composite* measures containing multiple components. A component may be a test item, a judge, a Thematic Apperception Test (TAT) card, a survey question, a subtest, or a test that is being combined into a composite test battery. Multiple components may be homogeneous in the sense of measuring a single latent variable, or they may be heterogeneous in the sense of measuring two or more factors or latent variables. Because of coefficient alpha's flexibility, its use is ubiquitous in most areas of psychology as well as in many other disciplines. Coefficient alpha may be computed using variance components but is ordinarily computed by the following equation:

$$\alpha = \frac{n}{(n-1)}\left(1 - \frac{\sum_i V_i}{V_t}\right) \qquad (3.1)$$

Where V_t is the variance of test score and V_i is the variance of the i^{th} component and the total score on the test is the sum of the *n* component scores. It is important to note that coefficient alpha can be computed on the *n* components of a measure, the *n* components grouped into split halves, or the *n* components grouped into three or more parts. In these entire applications coefficient alpha is still a lower bound to the true reliability.

3.6.2 Internal Consistency of the Instruments:

Internal consistency tests were conducted on both instruments. The results indicated an overall Cronbach's Alpha of 0.77 for the girls student, 0.72 for boys student and 0.75 for the total sample. The subscales of the two instruments also show good reliability achieving scores above the accepted level of 0.6 (De Vellis, 1991). The details of these results are shown in Table 2.

Table 2: Internal consistency of the instruments for Positive Reinforcement

Type of school	Gender	Urban	Rural	Number of statements	Cronbach's Alpha
Government	Boys	75	50	4	0.7246
	Girls	75	50	4	0.7754
	Total	150	100	4	0.7538
Private	Boys	75	50	4	0.7105
	Girls	75	50	4	0.7699
	Total	150	100	4	0.7445
Total	Boys	150	100	4	0.7754
	Girls	150	100	4	0.7538
	Total	300	200	4	0.7865

Table 3: Internal consistency of the instruments for negative Reinforcement

Type of school	Gender	Urban	Rural	Number of statements	Cronbach's Alpha
Government	Male	Boys	75	5	0.7345
	Female	Girls	75	5	0.7834
	Total	Total	150	5	0.7646
Private	Male	Boys	75	5	0.7349
	Female	Girls	75	5	0.7868
	Total	Total	150	5	0.7889
Total	Male	Boys	150	5	0.7978
	Female	Girls	150	5	0.7998
	Total	Total	300	5	0.7989

Statistical Analysis

Data obtained from the check-list was subjected to analysis of variance technology two way classification, and critical different will be used to determine best sample. Completely randomized design

(CRD) will be used to know the significant different between samples of product regarding the attributes. Calculated a value will be compound with a table value of Factors at 5% level of significance. If calculated value will be the table effect will be considered to be significance of study will be tested at 5% level.

t = $\sqrt{(n-2)}$ / $\sqrt{(1-1/2^2)}$ 3.2

S.Ed. = $\sqrt{2}$ MESS / r × t ×s

3.2

C. D = S.Ed × t 5 % at e. d. f. 3.3

Where,

t = distribution of observation
r = co-efficient of correlation
n = no. of observation
S.Ed. = standard error of difference
e.d.f. = error of degree of freedom
C.D. = critical difference
MESS = error mean sum of square.

IV. RESULTS AND DISCUSSION

The first sub objective of the main objective was to study the correlation between reinforcement and academic performance of student studying in Primary schools of Allahabad with respect to study area such as urban and rural area. In order to find out whether here exists any significant correlation in the reinforcement and academic performance of the students studying in Primary school of Allahabad district with respect to study area's descriptive analysis of correlation and statistical correlation coefficient r-value has been done. The analysis of the results was shown in the Table 4.

The relationship between reinforcement and academic performance of students of rural and urban area

Table 4: Relationship between reinforcement and academic performance of students of Allahabad with respect to study area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Reinforcement	500	3.82	0.88	0.845*
2	Academic performance	500	3.69	0.82	

Observation of the Table 4, shows that overall correlation between reinforcement and academic performance with respect to study area was 0.845(*) which is significant at .01 levels for 598 D.F. it means reinforcement favours the academic performance of students. Observation of the table 4 also indicates that coefficients of correlation of reinforcement with academic performance with respect to area of study of the students was indicates that variations in the reinforcement and academic performance with respect to urban and rural area have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcement and academic performance of students of government and private schools of Allahabad

Table 5: Relationship between reinforcement and academic performance of students of Allahabad with respect to Affiliation of school

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Reinforcement	500	3.67	0.81	0.351*
2	Academic performance	500	3.45	0.67	

Observation of the Table 5, shows that overall correlation between reinforcement and academic performance with respect to affiliation of schools was 0.351(*) which is significant at .01 levels for 598 D.F. it means reinforcement favours the academic performance of students with respect to affiliation of the schools. Observation of the table 5 also indicates that coefficients of correlation of reinforcement with academic performance with respect to affiliation of the schools of the students was indicates that variations in the reinforcement and academic performance with respect to government and private schools have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above

table that academic performance is also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcement and academic performance of male and female students of the schools of Allahabad

Table 6: Relationship between reinforcement and academic performance of students of Allahabad with respect to Gender

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Reinforcement	500	3.74	0.84	0.414*
2	Academic performance	500	3.54	0.79	

Observation of the Table 6, shows that overall correlation between reinforcement and academic performance with respect to gender of schools was 0.414(*) which is significant at 0.001 levels for 598 D.F. it means reinforcement favours the academic performance of students with respect to gender of the schools. Observation of the Table 6 also indicates that coefficients of correlation of reinforcement with academic performance with respect to gender of the students was indicates that variations in the reinforcement and academic performance with respect to male and female have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcement and academic performance of students of government and private school of urban area of the schools of Allahabad

Table 7: Relationship between reinforcement and academic performance of students of government and private school of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Reinforcement	300	3.57	0.78	0.324*
2	Academic performance	300	3.48	0.67	

Observation of the Table 7, shows that overall correlation between reinforcement and academic performance students of government and private school of urban area schools was 0.324(*) which is significant at 0.01 levels for 598 D.F. it means reinforcement favours the academic performance of students of government and private school of urban area schools. Observation of the table 7 also indicates that coefficients of correlation of reinforcement with academic performance students of government and private school of urban area was indicates that variations in the reinforcement and academic performance with respect to urban and rural area have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcement and academic performance of students of government and private school of rural area of the schools of Allahabad

Table 8: Relationship between reinforcement and academic performance of student of government and private school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Reinforcement	200	3.52	0.68	0.278*
2	Academic performance	200	3.37	0.59	

Observation of the Table 8, shows that overall correlation between reinforcement and academic performance students of government and private school of rural area schools was 0.278(*) which is significant at 0.01 levels for 598 D.F. it means reinforcement favours the academic performance of students of government and private school of rural area schools. Observation of the table 8 also indicates that coefficients of correlation of reinforcement with academic performance students of government and private school of rural area was indicates that variations in the reinforcement and academic performance with respect to rural and rural area have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant

relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcement and academic performance of male and female students of urban area of the schools of Allahabad

Table 9: Relationship between reinforcement and academic performance of male and female students of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	3.76	0.79	0.346*
2	Academic performance	300	3.61	0.65	

Observation of the Table 9, shows that overall correlation between reinforcement and academic performance of male and female students of urban area schools was 0.346(*) which is significant at 0.001 levels for 598 D.F. it means reinforcement favours the academic performance of male and female students of urban area schools. Observation of the table 9 also indicates that coefficients of correlation of reinforcement with academic performance of male and female students of urban area students was indicates that variations in the reinforcement and academic performance of male and female students of urban area have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

The relationship between reinforcementand academic performance of male and female students of rural area of the schools of Allahabad

Table 10: Relationship between reinforcementand academic performance of male and female students of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	200	3.72	0.77	0.287
2	Academic performance	200	3.47	0.62	

Observation of the Table 10, shows that overall correlation between reinforcement and academic performance of male and female students of rural area schools was 0.287(*) which is significant at 0.01 levels for 598 D.F. it means reinforcement favours the academic performance of male and female students of rural area schools. Observation of the table 10 also indicates that coefficients of correlation of reinforcement with academic performance of male and female students of rural area students was indicates that variations in the reinforcement and academic performance of male and female students of rural area have significant relationship and reinforcement helped the students in their academic performance who were studying in Primary schools of Allahabad. Observation of the table also indicates that there is positive and significant relationship among the various aspects of reinforcement with academic performance. It can be also observed from the above table that academic performance are also positively and significantly correlated with various aspects of reinforcement of Primary students studying in Primary schools of Allahabad.

V. CONCLUSION

The main objective of this study was to study of relationship between students and teachers in terms of reinforcement given by teachers in Primary school of Allahabad District. To explore the performance of the students in terms of reinforcement in District of Uttar Pradesh that is Allahabad, few independent variables were considered.In order to reach the research's aim, first identified reinforcement components of the students of government and private school, then investigated which of these components have an emphasized manifestation and if this manifestation depends on a series of independent variables like area, affilation of schools and gender,. For this purpose 20 schools (10 government and 10 private schools) were selected from Allahabad District. From each selected school's 25 students participated in the study. Care was taken that the respondents were from each level of variables. After the statistical analysis of the collected data it concluded that there was a significant relationship between reinforcement and academic performance of the students of the Primary schools of the Allahabad district.The study recommends that, schools should enhance reinforcement programs which

have long term effect. Moreover, teachers should deepen their knowledge on reinforcement programs for academic success of students.

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