

A Study of Reinforcement Techniques used by the Teachers of Private Schools in WahCantt at Secondary level

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ABSTRACT

The main objectives of the studies were to examine the reinforcement techniques used by the private school teachers of Wah Cant at secondary level, to highlight the impact of different reinforcement techniques used upon student's performance as perceived by teachers, to investigate the difference in the use of reinforcement techniques by the male and female teachers of private schools in Wah Cant at secondary level. 50 male and female private school teachers of Wah Cant at Secondary level were selected by random sampling. Questionnaire were circulated and collected personally by the researcher. It has been presented in tabular form. The result of the questionnaire was carefully analyzed in the chi-square by the researcher. Major conclusions were extracted from the findings of male and female teachers of private schools of Wah Cant at Secondary level were, mostly both male teachers provide positive reinforcement soon after good behavior, they provide opportunities for weak students to obtain good result, they compensate equally weak and bright students, they admire and encourage, they use patting or smile as a reward and they found best results. Male teachers mostly do not use token system as a reward. While mostly teachers used token system as a reward. Same case was with the taking back of token system. If male teachers give tokens to the students as a reward they do not take it back from the students when they behave as undesirable way. Some results showed that male teachers mostly used negative reinforcement techniques (they slap) when students do something wrong. On the other hand female teachers usually avoid this practice.

On the basis of conclusions, Teachers should learn new reinforcement techniques. Male teachers should practice positive reinforcement techniques because when sometimes students show non-seriousness attitude towards studies, they (teachers) reinforce them (students) negatively. Some teachers used loud voice, harsh words and facial expressions to correct student's misbehavior. This act shows that teachers do not adopt reinforcement techniques properly to modify the student's behavior. As this study has been done in Wah Cant, area of studies could expand to the other cities of Pakistan. This thing can highlight the ineffectiveness of negative reinforcement in a broader way. This study was based on questionnaire survey method; experimental studies can be designed to evaluate the effectiveness of the positive or ineffectiveness of negative reinforcement.

KEYWORDS; Reinforcement, Secondary education, private schools

1 INTRODUCTION

Teaching is both an art and science. Effective teaching is as much about passion as it about reason. Teachers play a significant role in motivating students not only by translating the knowledge about motivation into teaching actions but also by their attitudes towards themselves and students. Teacher motivation consists of two beliefs. First their belief in their own teaching ability to teach and their belief is, their student learning ability (Arif, 2003).

Teachers must know to handle situations where students academic problems. Negative reinforcement generally does not motivate students to keep trying. Supportive comments (for example, indicating where mistakes have been made rather than simply telling them that they were wrong) are much more likely to keep students interested in learning. But teachers must be careful that students do not develop a false sense

of their own abilities. Nevertheless, by providing appropriate and consistent reinforcement and motivation in the classroom, teachers can help children raise their own academic expectations and develop more confidence in their abilities (Dilworth, 1991). Reinforcement plays important role in behavioral science. It is a stimulus that produces the response to enhance the rate of reactions. These reactions are positive for striking happenings and negative for striking happenings.

2.4 **Types of Reinforcement:**

There are many motivation theories but the reinforcement theory is one of the best. The repetition will be continued in the reinforced behavior and the behavior that is not reinforced will not be repeated (patrick. j. montana&bruce, 2008). There are two types of reinforcement, positive and negative. Skinner (american psychologist, behaviorist) explained that for the change of behavior the positive reinforcement is better than punishment. Punishments should not be used as the substitute of reinforcement. Positive reinforcement changes the behavior permanently while the punishment changes it temporary and it also gives the harmful results. Positive reinforcement shows the liberty to someone and they feel as independent human beings. Punishment is the reverse of positive reinforcement, where shows bounding human beings do not feel independently. People believe they are unbound to behave in liable ways (maag, j.w 1996). Punishment can produce a quick response to the unwanted behavior of the students but just for the time being. (Magi, 1999). overskeid (2012) said that it is not always that positive response is always pleasing. If we take birthday gift for someone, it is not going to be a positive reinforce. by giving the gift there is not any behavior that will improve.

2.4.2 **Form of Operation Conditioning:**

i. **Positive Reinforcement:** Positive reinforcement is said to be adding an appetitive stimulus to affect a behavior. For instance, if a father hands over a candy to his daughter as reward on picking up her scattered toys from the floor. If a kid keeps on picking up the toys or even if this rate increases, the candy is said to be positive reinforce, because it left the kid doing something positive and good. (Burrett, 2001). Praise helps in changing the behavior of students in a way that it indicates the improvement of student's academic performance or behavior. Akin (2004) adds up that praise has the power and capability to begin positive change in students behavior and can raise the level of academies performance. Chitiyo and Wheeter (2009) in their research said that the educator plays a very important role in making students learn the appropriate behavior. This can be done by making class room routine, modeling desired behaviors and thought the use of positive reinforcement. Using positive reinforcement as a highly effective strategy for the sake of improving student's behavior for both individual student and group of students has been supported by documented research. Honer and Squires (2007) stated that the academic failure, social rejection, drug abuse and criminal activity in adult hood are all examples of potential long term, negative consequences of student's problematic behavior. Teachers have the opportunities to one the energies of students positively and then they can be indulged in doing in positive activities that can reduce the frequency of negative interactions. Horner and Squires (2007) stated that academic failure, social rejection, drug abuse, and criminal activity in adulthood are all examples of potential long-term negative consequences of student's problematic behaviors.

iii. **The Use of Positive Reinforcement:** In present time teachers are more concerned about the misbehaviors they pay no heed to terminate that negative behavior which can be the result of more destruction in the behavior. In present time teachers are more concerned about the misbehaviors, they pay no head to terminate that negative behavior which can be the result of more destruction in the behaviors. Mahter and Gold Stein (2001), suggested that behavior modification techniques are more effective only if they are applied properly, otherwise carelessness can lead to less than desired results. They add up by saying that the consequences are helpful in maintaining, changing or shaping the behaviors. Mather and Gold presented out line of behaviors can be an excellent guideline to follow. This multistep process outline is very helpful for educators in changing the behaviors. The first is to define the problem by count or description. The second step is to change the behavior by developing a behavior management plan. The third step the effective reinforcement technique and the last step is apply it on a consistent basis in order to change the behavior.

iv. Positive Punishment: Positive punishment is said to be the adding of an aversive stimulus to eradicate and finish certain behavior. For example: Mother yells at a child when running into the street. If the child stops running in to the street yelling is positive punishment. Yelling “No!” at dog jumping up on a person (adds scold to reduce behavior), Spanking a child, Swatting a dog with a newspaper for peeing on the carpet, A speeding ticket for speeding, Squirting a cat for eating the plants, Burning your hand when you touch a hot stove, Getting nauseous after eating rotten food.

v. Negative Reinforcement: “Negative reinforcement is a term described by B. F. Skinner in his theory of operant conditioning. In negative reinforcement, a response or behavior is strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus. ”For example, in a classroom teacher give a quiz at the end of every week. Then, tell them if all students turn on their homework (assuming your teacher, grade school or high school) the class will earn a week with no quiz. In this example you are taking away something unpleasant (quiz) to reinforce a positive behavior (turning in homework) (Christi Anne, 2009).

vi. Primary Reinforcement: Primary reinforcers are things that help to reinforce behavior through which immediate gratification is provided often young children with disabilities need the primary reinforcers in an educational program for their engagement in it. Prefer food can be used as a powerful reinforcer. Children with severe disabilities usually treated by prefer food but it is necessarily to use the primary reinforcer with secondary reinforcer such as praise and social interaction. Physical Stimulation, like piggy back rides or “air plane rides” are primary reinforcers which would be praise with the reinforcement. One of the basic objectives of the praise is to become a secondary reinforcer for the child. When the therapist becomes a reinforcer for a child the generalization of the secondary reinforcers like praise become easier. “A primary reinforcer, sometimes called an unconditioned reinforcer, is an incentive that does not absorb merge to use as a reinforcer and generally possible has find this task because of the progress and Its job in class' existence(Skinner, 1974).Examples of primary re-enforcers contain sleep, food, air, water, and sex. Some primary re-enforcers, for instance sure drugs, may reproduce the property of other primary re-enforcers”.Through these primary reinforcers s completely stable during life and not direct for persons. There are different factors which cause the modification in the value of unusual primary reinforcers (e.g. heredity practice).

vii. Secondary Reinforcement: Learned reinforcers are called secondary reinforcers. The inforcers such as praise, award are learned. If students are unaware of the secondary reinforcers as praised or reward then they should be handled with primary reinforcers. A star would be quite valuable for a student in this regards but with the passage of time the social status and attentions which is related to the star will change and would be more effective. Children, suffer from disorders, lake an understanding of social interactions. They do not value praise or other secondary reinforcement because they lake theory of mind. They cannot develop the ability for understanding about the emotions and thoughts of others. They can only be motivate by personal self interest such children can be taught the value of secondary reinforcers if they are praised with their preferred items such as food and their favorite activities.A secondary reinforcers, sometimes called a trained reinforcers, sometimes the objectives become attainable by using the incentives because these incentives functions as a very strong reinforcers. Such as money is an example of secondary reinforce. An inclusive reinforcer is a skill reinforcement that is attainable if it is joined with many others reinforcers. For example money can be secondary sweeping reinforcers (Tucker, 1998).

2.5 Role of Reinforcement in Teaching and Learning:

Many psychologists put a lot of efforts to cover a wide area of reinforcement techniques in the course of learning. It is proved greater amount of reinforcement enhance the rate of learning. So this means behavior can be controlled by the positively reinforcing the child. If teachers will intelligently use motivational techniques or skillfully manipulate them then they can easily get desire performance from children. A very important aspect, while a teacher supervises the knowledge and behavior in the class room is inspiration or reinforcement. Teacher can reinforce a child by creating an energizing and encoring environment of class. By taking incentives from the teacher, plays an important role in increasing or decreasing the success stage of the student.

2.5.1 Implications of Reinforcement for Teaching/Learning:

The most effective skill that truly professional teacher can apply is reinforcement. The need for effective reinforcement in teaching, learning is the need for the individual's development in many ways i.e. intellectually physically, socially and emotionally. It is very sad that in most of the developing countries, most of the teachers actually are not well aware about the concept of "reinforcement". If a teacher is well aware of the nature of complexities which are involved in reinforcement, it is then such a teacher will see herself actually within the learning process and will be able to drive the most best methods. So we can now examine these impositions of reinforcement for teaching and learning. In of educational technology certain materials used for instructional purpose ranging from silent and sound motion picture projects, tape recorders, closed-circuit television and machines to computer based teaching system. Reinforcement should be a tool in shaping many desirable responses as it is an important factor in teaching and learning. Uses of audio visual materials are time saving as well as handling many students through programmed instructions. Continuous reinforcement instead of partial reinforcement as partially reinforcement acquired behavior extinguishes less rapidly. The greater number of reinforcement training trials, that the stronger stimulus responses bond. None reinforcement is contribute to the inhibit of the learned responses. The stronger the habit formed or a leaned response through reinforcement, the greater the number of extinction trails necessary to extinguish the response. Punishment should be prohibited in all forms as it suppresses the response.

2.6 Aims Of Reinforcement:

Teachers are accountable for each and every action of their students. Classroom teachers will look for to attain the following goods. Teaching strategies should be enhanced in order to get high aim results of the students. There should be some inspirational activities in order to get a better result and to engage the students more and more. Teacher should present a suitable form of interest and carefulness, exhibiting kindness and a sharp stage of effectual interpersonal affairs and statement. Another good aim of reinforcement for the teacher is to create an advance classroom atmosphere which should be making the students more competent and involved to get individual aim.

Achievement of a student is directly related to the contingent reinforcement. In some cases non-contingent reinforcement is not directly related to the achievements. Reinforcements are most effective when clearly linked to student's progress towards goals. Student's achievements however it is evident that non contingent reinforcement sometimes give academic benefits to low ability child, praise is one example of this. When a teacher acknowledges a student, it positively increases the level of achievements. Every positive reinforcement technique improves student's progress.

Reward always reinforces the student and achievements are added to over a period of time. Instructional and behavioral reinforcement always produce achievements benefits (Fedricks, 2004).

Oloroiye, (2001) characteristics of a great teacher as a friend, a role model, an inspiration, facilitator, co-mother, a guide from divine and personification of realchidity. These qualities in a teacher, reinforce students and help in getting academic achievements.

1.1 OBJECTIVE OF THE STUDY:

1. To identify the reinforcement techniques used by the private school teachers of Wah Cant at secondary level.
2. To highlight the constructive feedback of teachers.
3. To investigate the difference in the use of reinforcement techniques by the male and female teachers of private schools in Wah Cant at secondary level.

1.2 Significance of Study: The study is likely to help teachers to understand the student's psychology and may help them in motivating, students in right direction.

1.3 Delimitation: Due to limited time and resources, the study delimited to only private school teachers of Wah Cant at secondary level.

1.3 Research Methodology: All study or the research was based on survey. The data has been collected through questionnaire. Researcher chose survey method because she intends to know the existing situation and depth of the problem.

1.4 POPULATION: 80 secondary level school teachers, working in 21 private schools of Wah Cant constituted the population of the study.

1.5 Sampling: 50 teachers from 21 private schools of Wah Cant, 25 male and 25 female selected as the sample of the study by using random sample selection technique.

Research Tools:

3.4.1 Validity and Reliability of Instrument: Researcher validated the questionnaire by using content validity. moreover, the researcher divided the questionnaire, research instrument, into two parts and keep the weight age of questions same in every half. then the researcher distributed the questionnaire to the potential audience and compares the results of one half with other to assure the reliability of instrument. the main reason to choose split half reliability instrument is that the researcher decided to administer the test in two groups of potential respondents and try to compare reliability results of one group with another to make more accurate judgment about the instrument. the researcher entered the results of instrument in spss version 17 to get the result which is 0.90 means 90 percent respondents gave the similar results about the instrument of study. that’s why the researcher decided to collect data by using this instrument. the extracted result showed that reliability of our instrument is too high that means it was a reliable instrument for this study.

3.5 Collection of Data: The researcher circulated questionnaire to the relevant teachers and make them understand the real purpose of questionnaire to get proper answers.

3.6 Analysis of Data: After collecting data from both male and female teachers of private schools, were analyzed by using chi-square test at significance level 0.05.

3.7 Statistical Analysis: As the questionnaire contained 5-point likert scale to answer the questions, therefore, the researcher decided to analyze the relationship between responses of respondents by using pearson chi-square. The use of pearson chi-square only analyze the relationship between two or more variables the researcher, additionally, used the percentage of results to more accurate assessment of responses. By using table under different headings the researcher analyzed and interpreted the data carefully.

Table 1: Teachers provide positive reinforcement soon after good behavior of students.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	18	4	3	0	0	25	0.617**
Female Teachers	16	4	5	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table value=9.488

The extracted result of Table No. 4.1 represents that calculated value of chi-square(0.617) is less than tabular value of $\chi^2(9.488)$ with degree of freedom 4 at significance level 0.05. Therefore, there is no significant difference between female and male teachers of private schools to use positive reinforcement after execution of desired behavior from students.

Table No.2 Teachers equally provide space and opportunities for weak students to get better results.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	22	3	0	0	0	25	0.166**
Female Teachers	21	4	0	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The table describes that the value of χ^2 is less than the table value of χ^2 with the degree of freedom 4 at composed significance level 0.05. So there is no difference between male and female teachers of private schools. They equally provide space and opportunities for weak students to get better results in their class.

Table No.3 Teachers compensate the weak and shinning students equally.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	16	3	6	0	0	25	6.818**
Female Teachers	21	4	0	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The table 3 shows that value χ^2 is less than the table value of χ^2 with the degree of freedom 4 at significance level of 0.05. Therefore there is no significant difference between male and female teachers, in compensating the weak and shinning students equally after their good behavior.

Table No. 4 Teachers admire the students if he/she behaves well.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	20	2	3	0	0	25	1.224**
Female Teachers	21	3	1	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table exhibits that value of χ^2 is less than the table value of χ^2 at significance level 0.05. So there is no significant difference between male and female teachers of private schools at secondary level admire their students if he/she behaves well.

Table No.5 Negative reinforcement is more effective in decreasing bad behavior.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	12	8	3	2	0	25	2**
Female Teachers	8	8	6	3	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table indicates that the calculated value of chi-square is less than the tabular value of χ^2 at significance level 0.05. Therefore both sort of teachers accepted that mostly negative reinforcement is more effective in decreasing bad behavior.

Table No. 6 Teachers encourage the students by the use of gestures and facial expression.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	12	8	1	3	1	25	4.928**
Female Teachers	17	7	1	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table point out that calculated value of chi-square is less than tabular value of χ^2 with the degree of freedom 4 at significance level 0.05. Therefore there is no significant difference between male and female teachers who encourage the students by their facial expression and gestures.

Table No. 7 Teachers use token system as an award to students who perform or behave well.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	1	4	4	12	4	25	16.933*
Female Teachers	2	8	11	0	4	25	

*Significant df= 4 Sig= 0.05 Table Value=9.488

The extracted result of above table signify is that the value of chi-square is greater than the table value of χ^2 with the degree of freedom 4 at significance level 0.05. So there is a significant difference, between both of teachers in the use of token system as a reward to student when he/she behaves or performs well.

Table No. 8 Teacher take back token from the student when he/she behaves an undesirable way.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	1	3	5	10	6	25	13.6*
Female Teachers	2	7	10	0	6	25	
**Significant df= 4 Sig= 0.05 Table Value=9.488							

The above table shows that the calculated value of chi-square is greater than the table value of χ^2 with the degree of freedom 4 at significance level 0.05. Here, there is a significant difference between male and female teachers in taking back tokens from the students when they execute a desired behavior.

Table No. 9 Teachers reward results.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	21	4	0	0	0	25	1.211**
Female Teachers	19	5	1	0	0	25	
**Significant df= 4 Sig= 0.05 Table Value=9.488							

The above table indicates that the value of chi-square is less than the table value of χ^2 with the degree of freedom 4 at significance level 0.05. Hence there is no significant difference between male and female teachers when they reward the students result.

Table No. 10 Teachers use patting or smile as a reward.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	14	6	5	0	0	25	1.4**
Female Teachers	18	4	3	0	0	25	
**Significant df= 4 Sig= 0.05 Table Value=9.488							

Obtained data of table 10 describes that the calculated value of χ^2 is less than table value of χ^2 with the degree of freedom at significance level 0.05. Therefore there is no significant difference between male and female teachers of private schools of Wah Cant at Secondary level in using patting or give smile as a reward.

Table No. 11 Reinforce the student by using negative reinforcement techniques.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	11	9	3	2	0	25	3.525**
Female Teachers	16	6	3	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table point out that calculated value of χ^2 is less than table value of χ^2 with the degree of freedom 4 at significance level 0.05. So there is no significant difference between male and female teachers in reinforcing the students by using negative reinforcement techniques.

Table No. 12 Teachers give negative reinforcement if he/she done something wrong or misbehave.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	9	12	4	0	0	25	2.966**
Female Teachers	15	8	2	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The table indicates that calculated value of χ^2 is less than table value of χ^2 at significance and degree of freedom is 0.05 and 4 respectively. So if the student (he or she) has done something wrong or misbehave in class then teachers give negative reinforcement to the student.

Table No. 13 Teachers ignore the student who misbehaving just to get teacher's attention

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	6	3	3	9	4	25	2.285**
Female Teachers	3	4	6	9	3	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table describes that the calculated value of chi-square (χ^2) is less than the table value of χ^2 at significance level 4 and degree of freedom is 0.05. Thus, teachers ignore those students who misbehave in class and try to get their attention only.

Table No. 14 Teacher tell the students their mistakes & misbehaves calm and peacefully.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	18	6	1	0	0	25	0.872**
Female Teachers	15	9	1	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table clearly indicates that the sum up value of chi-square (χ^2) is less than the table value of chi-square (χ^2) at significance level and degree of freedom is 0.05 and 4 respectively. So there is no significant difference between male and female teachers in telling students their mistakes and misbehavior calm and peacefully. Table No. 15 Teacher warns the student who misconduct in class, they will face penalty.

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	16	8	1	0	0	25	1.542**
Female Teachers	19	6	0	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table describe that the calculated value of χ^2 is less than the table value of χ^2 at significance level and degree of freedom is 0.05 and 4 respectively. Therefore, there is no significant difference between male and female teachers in warning the students who misconduct in class; they will face the penalty or punishment.

Table No. 16 Negative reinforcement is more effective in decreasing the bad behavior of students:

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	9	12	4	0	0	25	1.298**
Female Teachers	13	9	3	0	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table explains that the value of χ^2 is less than the table of value of χ^2 at significance level 0.05. So the significance difference between male and female teachers of private schools of Wah Cant at secondary level .Therefore there is no significant difference between both teachers in finding negative reinforcement more effective in decreasing the bad behavior of students.

Table No. 17 Teacher use gestures as a negative reinforcement

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	13	8	3	1	0	25	9.521*
Female Teachers	6	5	13	1	0	25	

*Significant df= 4 Sig= 0.05 Table Value=9.488

The above table express that calculated value of χ^2 is greater than the table value of χ^2 is greater than the table value of χ^2 at significance level is 0.05. So that there is a small difference between male of female teachers of private schools at secondary level .Regarding students bad behavior you can use body language or facial expression as a negative reinforcement.

Table No. 18 The teachers use physical punishment as last way out;

Category	Always	Often	Sometimes	Almost Never	Never	Total	Chi Square
Male Teachers	12	11	2	0	0	25	3.847**
Female Teachers	8	10	6	1	0	25	

**Non-Significant df= 4 Sig= 0.05 Table Value=9.488

The above table describes value of χ^2 is greater than the table value of χ^2 at significance level is 0.05. So there is slight difference between male and female teachers of private schools at secondary level regarding to use physical punishment as a last way of out. They use loud voice to tell the student that they do something wrong.

Conclusions: After the findings, there are some conclusions are as under:

- i. Both male teachers provide constructive feedback soon after good behavior, they provide opportunities for weak students to obtain good result, they compensate equally weak and shabby students, they admire and encourage, they use patting or smile as a reward and they found best results.
- ii. Male teachers mostly do not use token system as a reward. Other hand mostly teachers use token system as a reward.
- iii. When male teachers give tokens to the students as a reward they do not take it back from the students when they behave as undesirable way.
- iv. Male teachers mostly use negative reinforcement techniques (they slap) when students do something wrong. On the other hand female teachers avoid this practice.

Recommendations:

On the basis of conclusions of the study, following recommendations are made:

1. Male teachers should practice positive reinforcement techniques because when sometimes students show non-seriousness attitude towards studies, they (teachers) reinforce them (students) negatively. It is recommended that the male teachers be given special trainings for using reinforcement techniques to modify the student's behavior.
2. Some teachers used loud voice, harsh words and facial expressions to correct student's misbehavior. This act shows that teachers do not adopt reinforcement techniques properly to modify the student's behavior, so it is recommended that seminars may be arranged on institutional level and model lessons may be delivered by the experts to realize the teachers about the reinforcement techniques.
3. This study was based on questionnaire survey method; experimental studies can be designed to evaluate the effectiveness of the positive or ineffectiveness of negative reinforcement.
4. Male teachers mostly use negative reinforcement techniques (they slap) when students do something wrong. On the other hand female teachers avoid this practice. It is recommended that short training workshops may be arranged for both male and female teachers on effective teaching techniques and the use of reinforcement techniques and its effect on the student behavior and academic achievements.
5. As this study has been done in Wah Cant, area of studies could expand to the other cities of Pakistan. This thing can highlight the ineffectiveness of negative reinforcement in a broader way.

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