

A Study on the Reinforcers as Modifier of Students' Classroom Behaviour in Tatkon Township

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Abstract

This study aims at examining the reinforcers used by teachers as modifiers of students' classroom behaviour. This study was conducted in 2015-2016 academic year at selected high schools in Tatkon Township, NayPyiTaw. In this study, quantitative research design and questionnaire survey method were used. The questionnaire (Hukam Dad, 2004) including 40 items was used. According to Myanmar school culture, it was modified and adapted into the questionnaire including 35 items and it had the reliability coefficient of 0.642. Totally 106 teachers who were teaching at Grade 10 participated in this study, including 22 males and 84 females. The collected data were analyzed and interpreted by using appropriate descriptive and inferential tests of significance, such as *t* test, ANOVA, Tukey HSD and chi-square test. On the basis of results and discussion, it was resulted that significant difference was not found in reward and punishment practices of teachers by age, qualification and current post services, but found in punishment practices of teachers by total services. Moreover, according to chi-square test result, it was also concluded that the majority of teachers applied the appropriate techniques of behaviour modification, but some teachers were not well aware of these techniques. Thus they needed to be trained and equipped with the right techniques of behaviour modification according to the demands of the new era.

Key words: reinforcers, modifiers, reliability, coefficient, trained and equipped

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