

Reward and Punishment Contribute in Students' Academic Achievement: Secondary School Teachers' Experiences

Dr. Safi Ullah¹, Dr. Tahira Bibi²

¹Ph.D (Education) Department of Education / Qurtuba University of Science & Information Technology, Peshawar, Pakistan, ²Assistant Professor Allama Iqbal Open University Islamabad, Pakistan

*¹ safiullah.pedo@gmail.com, ²tahira.naushahi@aiou.edu.pk

Received: 02 August, 2023 Revised: 29 August, 2023 Accepted: 03 September, 2023 Published: 12 September, 2023

ABSTRACT

Rewards & punishments are two methods used commonly by teachers in classrooms for controlling behavior and motivation. This descriptive quantitative research paper was concerned with students' rewards and punishments and their impact on their academic achievement. The main focus of this research paper was learners of SSC-I in district Peshawar. The sample of this research study was comprised of 240 randomly selected teachers, who were teaching in secondary schools of the district Peshawar. The annual results of BISE Peshawar of the students were considered as academic achievement. The data were analyzed through SPSS and used Descriptive Statistics, t-test, and Coefficient Pearson Correlation for testing hypothesis. The descriptive result showed that Reward and Punishments (RP) = 3.6129, Std. Deviation = .73208. One sample t-test result showed that RP = 3.612, so mean value was higher than the mid-point (= 3) by .61292, and this variance is statistically significant at $p < 0.01$. Coefficient Pearson Correlation result showed that Reward & Punishments (M= 3.6129, SD= .73208), SA (M= 58.2583, SD= 10.65197), and r (0.224). Based on the study results it was found that the majority of the teachers (respondents) were positive side. This research paper also found that rewards and punishments moderately positively contribute towards students' academic achievement level. It was concluded that the reward and punishment had a positive impact on students' academic achievement level. It was also concluded that rewards and punishments are very effective instruments for the effective control and discipline of the class but also positively contribute towards students achievements. Future researchers may take up rewards and punishments at various other levels as well.

Keywords: Rewards and Punishments, SSC-I Learner's Academic Score, Secondary School Teachers

INTRODUCTION

The quality of education in a society depends on the quality of its educators. Educators must have all those characteristics which are needed for a quality teacher. It is argued that teachers as role models should represent some specific attitudes to control the classroom. It is a common observation that some teachers are more effective and show a positive attitude than other teachers in a classroom. The teacher's professional attitude and classroom instruction can be a strong factor that may affect the students' academic performance. Through different types of rewards students' performance affects and

try to achieve a best academic score. It is the responsibility of the educational stakeholder/ policy maker to provide some provision for students' rewards.

Pedagogy is a resource of growth and enlargement. Standard of education identify the reputation of a state among all other states. Regrettably our schooling system including administrators, subject specialists, and parents failed to bring diversity in students which are the demand of the modern world. So there must be planned doable, tractable and applicable classroom management from initial point

to authentic near the teacher by way of his/her classroom tasks, project and activities to generate favorable environment under which actual learning can take place (Elias, & Schwab, 2006). So it is crucial to focus on the role of classroom management for scholastic performance of pupils.

In the 19th era, it was considered that children should be seen and not listened unless called upon by the teacher. Prospectively teacher was viewed as a martinet and was to be respected. It was the teacher's duty to focus on basic skill of reading, writing and computation. According to Roesler, (2009), it was the expectation that pupil were to follow the "golden rule" and use courtesy, fairness, and good manners. If the children did not obey they would be hit with a hickory stick. In the time of 20th era, it was light on that not all classroom management strategies worked for all students. Classroom management consisted of a teacher having "wittiness", which encompasses effective transitioning and challenging lesson. Researches reveal that during this time, productive management policy were linked to academic attainment.

STATEMENT OF THE PROBLEM

Government Sector Schools in Khyber Pakhtunkhwa face different type of problems like overcrowded classroom, teaching learning environment, professional teachers to facilitate students, inadequate buildings structure and lack of support from educational stake holder/policy maker. Educationists, teachers, administers and general community are concerned about improving the government sector school system for suitable progress regarding learner learning.

However, there is lack of specific information regarding on the impact of rewards and punishments on academic achievement level at secondary school in district Peshawar. While the background of the study shows a connection between rewards and punishments and students' academic achievements. The study planned to add to the research about rewards and punishments and academic achievement of the student.

OBJECTIVE:

The main objective of this research paper was to find out the contribution of rewards and punishments in the students' academic achievement.

HYPOTHESIS

Hypothesis of this research paper was:

H⁰ There is no significant relationship between rewards and punishments and students' academic achievement.

SIGNIFICANCE OF THE STUDY

Educational stakeholders, professional teachers, and educational researchers have remained interested to find out rewards, teacher behaviors, students' punishments, and teaching-learning processes that increase learner academic performance. Research on rewards and punishments and academic achievement has importance for educational enhancement at the school level, district level, provincial level, and national level. It is an important aspect of the teaching-learning process. It evolves the rewards and punishment, and the actual teaching-learning process. The study encompasses all the essential ingredients of classroom management. The study has significance for the beginner teacher as well. The issue has been tackled appropriately yielding some very significant findings and conclusions which may help the policy maker, the administration, and the educational management to take concrete steps for effective rewards and punishments and to control classroom management.

LITERATURE REVIEW

This section of the research paper presents an understanding of Rewards and Punishment and achievements. Literature reviews provide background in connection to research on students rewards and punishments and their impact on academic achievement.

REWARDS AND PUNISHMENTS

According to Clark (1973), the practice of reward and punishment to change the classroom environment is well-reputed in the literature and many experimental areas. Rewards have been reported to be fruitful in reforming attending behaviour in changing academic achievements and in modifying classroom behaviour of children. Suspension of rewards and the reinforcement of punishment have also been found successful in shunning the incidents of improper behaviours.

THE CAUSE OF REWARDS ON LEARNING:

Self-Brown and Mathews (2003), commented that intrinsic motivation is important to the growth of lifelong students. A lot of educators, in equally universal and vocational education have come to rely on rewards and motivation. Educator may give a schoolboy pleasures for incoming the classroom silently with expect that the reward will add to the possibility that the schoolboy next time will come in the classroom silently. The instructor may believe that learner is promoting a creative class atmosphere, other than the learner only learns what behaviours make a indulgence.

Wilkinson (2005), stated that rewards have expose to delay with the quality of education place. A reward of food unclear the subjects from the teaching task and less learning resulted. The nursery school learner's, educators were given pieces of chocolate for correct answers in education tasks commerce with structure blocks and the groups were not given something for true answers. The group first wining chocolate proved to be slower in ahead of the new skill and tend to make more errors than the other group. He further stated that the education task just becomes a way to get reward, like the schoolboy incoming the classroom silently in arranges to get a piece of chocolate rewards.

Mayer (2002), pleaded that outside rewards also hinder with the choices kids make about their own knowledge. The majority of youngster must constantly confront himself to new and harder responsibilities. An essentially irritated youngster takes risks and chooses difficult tasks. Seven class learners were given in to two tests one test is easy and the other test is hard. Learners can select a number of misshapes to work on and were told that one test will get a score from the teacher and that the other test will be evaluating himself. They make that learners constantly select easy problems when the teacher will be scoring the problems, but on the other since they select the harder problems when evaluating themselves.

PUNISHMENTS:

According to Larrivee, (2005), punishment means penalty or fine. When the student's breaking the classroom rules and regulation the fine or penalty is imposed. The main aims of punishment are that to manage the classroom rules and discipline and also

control the student's behaviour. There are different types of punishment but the main type is that the verbal punishment. This type of penalty is called negative discipline. The Corporal punishment is used punishing act against learners worldwide except as catalyst action of education. This type of penalty is involving pain emotional.

McArthur,(2002) stated that the mature student learns more better when the teachers use verbal punishment. The other corporal punishment is especially imposed on that student's which are immature. Students could lead violence in institutions where senior students control junior students and they force them into give money, food or other things than the verbal and corporal penalty is imposed on those student's. Now day the government bans in corporal punishment but some time the teacher use when the students are out of control.

Stepaken(2007),stated that school punishment is a word used in operant conditioning to any transform that occurs after the performance that reduces the possibility that performance will occur over in the future. He said school penalty paying attention in eliminating useless performance. He also said that school punishment always decreases the likelihood that performance will again occur.

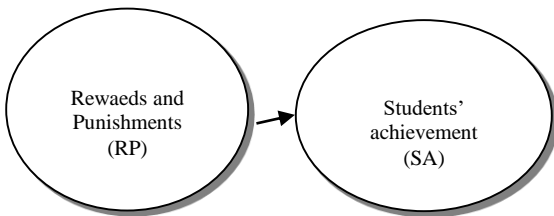
Curby, Kirk, and Boon, (2009), narrated that rewards& punishments are two methods used commonly by teachers in classrooms for controlling behaviour. A reward is used for receiving behaviour to occur more often. It could be explained more officially by the words re-enforcers which, when presented directly. He stated that if somebody does something that is followed directly by are-enforce, then that person is more likely to do the same thing again in a similar position.

THEORETICAL FRAMEWORK:

Theoretical framework based on the Skinner (1974) behaviorist theory which stresses upon the rewards and punishment. Skinner said behaviors are frame by the consequences that precede an individual's action. Skinner (1974) also suggested that an educator can managed classroom environment through various strategies. Skinner agreed with concept, "problems can be solved, even the big ones, if those who are familiar with the details will also adopt a workable conception of human behavior".

Skinner (1974) implied that a teacher can control the classroom environment through instantaneous reinforcement. These reinforcements can come in positive (special opportunities, celebrations, candy) and negative (loss of opportunities, office referrals, in school suspension, out of school suspension) forms to create an environment where each student works productively.

CONCEPTUAL FRAMEWORK OF THE STUDY:



Conceptual framework (Self-constructed)

METHODOLOGY:

RESEARCH DESIGN:

Quantitative research approach and Descriptive Research Method were used in this study. Primary data was collected through questionnaire and secondary data was obtained to the review of related literature including relevant books, researches carried out on the subject conference /seminar proceeding various educational policy, education plan and the martial found through internet.

POPULATION, SAMPLING PROCEDURE AND SAMPLE SIZE:

The target population of the study comprised all the SST/SET teachers at the secondary level. Sample were selected in two stages, i) Forty Government High and Higher Secondary School were randomly selected for the selection of the sample of the study. ii) There are total 658 SST/SET male teachers at the secondary level and total 240 SST/SET teachers were selected from the 40 schools in Peshawar. Teachers subject percentage of the result were taken for the student academic achievement.

RESEARCH INSTRUMENT:

The researcher used Rewards and Punishments Scale (RP) developed by Frankel and Wallen (2004), which consists of 10 items. The scale was translated into Urdu which was given along with the English

statements. Student’s average score of class 9th session 2017 was obtained from the respective respondents in their own subject taught being Dependent Variable (Student Achievement, SA). The participants were informed that the data was to be kept confidential and used only for research purposes.

STATISTICAL TOOLS AND ANALYSIS:

Different statistical tools i-e Descriptive Statistics, One sample t-test, Pearson Correlation and Regression were used for analyzing data, collected from the respondents, using the questionnaire/scale already introduced in the preceding section.

DATA ANALYSIS:

RELIABILITY TEST:

According to Sekaron (2003), the reliability value falling below 0.60s is poor, the 0.70s range is acceptable and 0.80 range and above are good. The reliability of the variables tested is acceptable to good range.

Table 1.
The reliability test of variable

Variables	Cronbach's Alpha
Rewards & Punishment (RP)	0.755

The above table shows that the scale had internal consistency and was reliable because the Alpha value for the items/constructs was 0.755 which was good to acceptable range.

DELIMITATIONS OF THE STUDY:

- The study was delimited to:
- District Peshawar.
 - Boys Government Schools.
 - SST/SET teachers.

ETHICAL CONSIDERATION:

The researcher made sure that the name and personal information of the respondents would remain confidential. The issues related voluntary participation and informed consent of the respondents was ensured. Data were only used for research purpose. All references and work were properly cited and the research was an original work. The researcher ensured the pursuit of knowledge and truth and would prevent against the fabrication of

data. The researcher considered issues related to confidentiality, co-authorship, data sharing and copyright. The researcher made sure that the name and personal information of the respondents would remain anonymous. Issues related to voluntary participation and informed consent of the respondents was ensured. Data were only used for research purposes. All references and work were properly cited and the research was an original work.

DEFINITION OF TERMS:

REWARDS AND PUNISHMENTS:

Reward is a pleasant or good event and punishment means penalty or an unpleasant or bad event, and that the two are opposite.

STUDENT ACHIEVEMENT:

Achievement is a learning outcome. For the purpose of this study, SSC scores of respondent students will be taken as the measure of student achievement. The scores are generally accepted for college admissions. It is not an aptitude or intelligence quotient (IQ) test and the questions are related to what students have learned in the school.

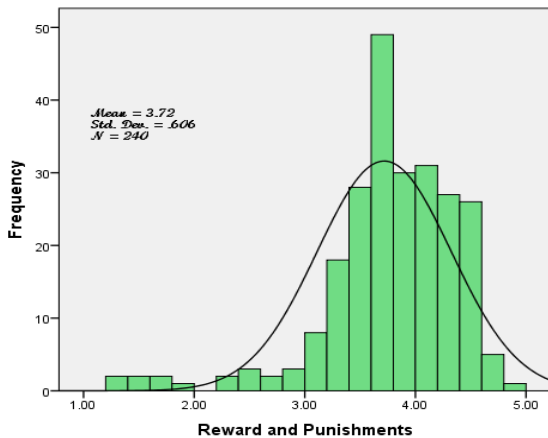
DESCRIPTIVE STATISTICS OF VARIABLE ITEMS:

Descriptive statistics were carried of variable Rewards and Punishments. Frequency, percentage, mean, standard deviation, and rank order correlations were calculated. The data was then interpreted to give meaning to the analysis.

FINDINGS / RESULTS

Figure 1.

Histogram with Normality curve of data on Reward and Punishments



The above chart displays histogram with a normal curve on it. Since majority of the responses for the Teachers’ Professional Attitude lies under the bell-shaped normal curve, which shows that the data of Teachers’ Professional Attitude is normal (normally distributed).

Table No. 1
Rewards & Punishments (N=240)

#	Statements		SDA	DA	UNC	A	SA	M	SD	R
1	Reward and punishments are well communicated to students on the first day.	F	23	19	55	114	29	3.445	1.107	7
		%	9.6	7.9	22.9	47.5	12.1			
2	Students know the reward in case they perform well in any area of academic development.	F	16	19	42	124	39	3.629	1.058	6
		%	6.7	7.9	17.5	51.7	16.3			
3	Students are punished in case they do not improve in learning area.	F	16	35	60	111	18	3.333	1.033	9
		%	6.7	14.6	25	46.3	7.5			
4	Teacher has clear mind for reward and punishment.	F	3	30	31	125	51	3.795	.957	5
		%	1.3	12.5	12.9	52.1	21.3			
5	Punishment has positive impact over students learning.	F	18	45	61	81	35	3.291	1.152	10
		%	7.5	18.8	25.4	33.8	14.6			
6	Appreciation of students on well performance is rewarded	F	10	18	28	104	80	3.941	1.061	4
		%	4.2	7.5	11.7	43.3	33.3			
7	Class-rules violation is also liable to punishment.	F	15	54	36	91	44	3.395	1.198	8
		%	6.3	22.5	15	37.9	18.3			
8	Reward improves student's achievement level in the classroom.	F	4	11	27	84	114	4.220	.935	1
		%	1.7	4.6	11.3	35	47.5			
9	Reward is positive reinforcement towards the achievement of student gains.	F	4	14	24	106	92	4.116	.925	2
		%	1.7	5.8	10	44.2	38.3			
10	Students are motivated through rewards.	F	12	7	31	107	83	4.008	1.022	3
		%	5	2.9	12.9	44.6	34.6			

1 In table 1.1 at Serial 1 showed that 17.5% respondents strongly disagreed or disagreed, 22.9 % undecided, while 59.6 % agreed or strongly agreed to the statement. The mean score of statement has 3.445, and rank order correlation was 1.107 and 7 respectively. It indicated that majority of respondents believed that

reward and punishments are well communicated to students on the first day.

2 In table 1.2at Serial 2 showed that 14.5% respondents strongly disagreed or disagreed, 17.5 % undecided, while 68 % agreed or strongly agreed to the statement. The mean score of statement has 3.629, and rank order correlation was 1.058and6respectively. It

- indicated that majority of respondents believed that students know the reward in case they perform well in any area of academic development.
- 3 In table 1.3 at Serial 3 showed that 21.3% respondents strongly disagreed or disagreed, 25 % undecided, while 53.8 % agreed or strongly agreed to the statement. The mean score of statement has 3.291, and rank order correlation was 1.152and 9respectively. It indicated that majority of respondents believed that students are punished in case they do not improve in learning area.
 - 4 In table 1.4 at Serial 4 showed that 13.8% respondents strongly disagreed or disagreed, 12.9% undecided, while 73.4 % agreed or strongly agreed to the statement. The mean score of statement has 3.795, and rank order correlation was .957and 5respectively. It indicated that majority of respondents believed that teacher has clear mind for reward and punishment.
 - 5 In table 1.5 at Serial 5 showed that 26.3% respondents strongly disagreed or disagreed, 18.8% undecided, while 48.4 % agreed or strongly agreed to the statement. The mean score of statement has 3.291, and rank order correlation was 1.033and 10respectively. It indicated that majority of respondents believed that punishment has positive impact over students learning.
 - 6 In table 1.6 at Serial 6 showed that 11.7% respondents strongly disagreed or disagreed, 11.7% undecided, while 76.6% agreed or strongly agreed to the statement. The mean score of statement has 3.941, and rank order correlation was 1.061and 4respectively. It indicated that majority of respondents believed that appreciation of students on well performance is rewarded.
 - 7 In table 1.7 at Serial 7 showed that 28.8% respondents strongly disagreed or disagreed, 15% undecided, while 56.2% agreed or strongly agreed to the statement. The mean score of statement has 3.395, and rank order correlation was 1.198and 8respectively. It indicated that majority of respondents believed that class-rules violation is also liable to punishment.

- 8 In table 1.8 at Serial 8 showed that 6.3% respondents strongly disagreed or disagreed, 11.3% undecided, while 82.5% agreed or strongly agreed to the statement. The mean score of statement has 4.220, and rank order correlation was .935and 1respectively. It indicated that majority of respondents believed that reward improves student’s achievement level in the classroom.
- 9 In table 1.9 at Serial 9 showed that 7.5% respondents strongly disagreed or disagreed, 10% undecided, while 82.5% agreed or strongly agreed to the statement. The mean score of statement has 4.116, and rank order correlation was .925and 2respectively. It indicated that majority of respondents believed that reward is positive reinforcement towards the achievement of student gains.
- 10 In table 1.10 at Serial 10 showed that 7.9% respondents strongly disagreed or disagreed, 12.9% undecided, while 79.2% agreed or strongly agreed to the statement. The mean score of statement has 4.008, and rank order correlation was 1.022and 3respectively. It indicated that majority of respondents believed that students are motivated through rewards.

TESTING OF HYPOTHESIS:

For testing hypothesis the researcher used one sample t-test and Pearson product movement coefficient of correlation were calculated. Regression line (fitness line) with a scatter plot analysis was carried out to ascertain predictability of variables.

H0: There is no relationship between Rewards and Punishments and Student’s Achievement level.

Table 2.
One sample t-test for rewards and punishments
(N=240)
P<0.05

One-Sample t-Test								
Test Value = 3								
	M	SD	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Rewards and Punishments	3.61	.732	12.970	239	.000	.61292	.5198	.7060

The above table no.2 showed that the mean value of rewards and punishment was 3.61 which was statistically higher than the test value 3, while t-value was 12.970 which is significant at $p < 0.05$ level. The mean difference is .61292 higher than the test value. It showed that majority of respondents were on the agreement side.

Table 3.
 Pearson correlation between rewards and punishments and student achievement (N=240)

		Pearson coefficient (r) with student achievement	
	Variables	R	sig
1	Rewards and Punishments	0.224	.000
2	Student average score		

$P < 0.05$

The above table no. 3 showed that the value of r with student achievement score was 0.224 which was statistically significant at $p < 0.05$ level.

Figure 2
 Scatter plot with Regression line (Fitness line) of rewards & punishments and students' achievement

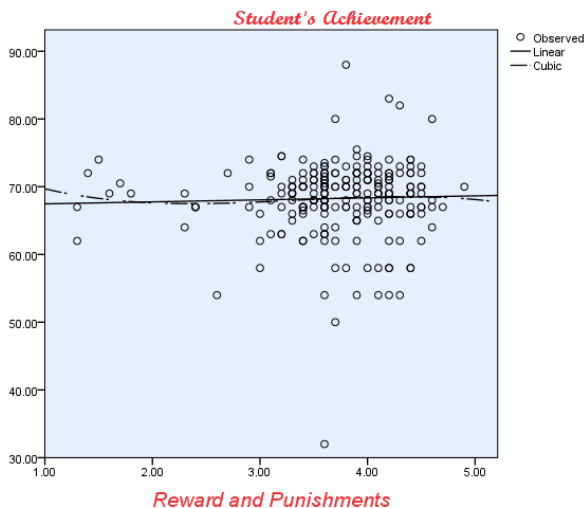


Figure 2 represents a regression line (fitness line) with a scatter plot, which is a visual representation of the prediction of observed data by predicted line (regression line). The figure showed that the regression line is increasing and just passed through

in between of circles' cloud of observed data, meaning that rewards and punishments moderately and positively predicts the students' achievement score, with exception of one outliers.

Analysis of Pearson correlation revealed that rewards & punishments was statistically significant and moderate positive linear relationship with students' achievement score. So from the above analysis of Pearson correlation, rewards & punishments was positive impact on their students' achievement score. Therefore the null hypothesis was rejected and it is accepted that there was a positive and statistically significant relationship between rewards and punishments and students' achievement.

FINDING AND CONCLUSION:

The main finding and conclusion of the research study were:

1. The research study found that the value of r with student achievement score was 0.224 which was statistically significant at $p < 0.05$ level. Hence, rewards & punishments and students' achievement has moderate positive linear relation.
2. It was found that the majority of respondents were agreed side and one-Sample t-test confirmed that rewards and punishment had positively contribute towards students' academic achievement.
3. It was concluded that Person Correlation of rewards & punishments and students' achievement was found significant.
4. It was also concluded that rewards and punishments being a very effective instruments for the effective control & discipline of the class but also positively contribute towards students achievements.

RECOMMENDATIONS

The following recommendations are given based on the findings of the study.

1. As rewards and punishment towards students was the major predictor of students achievement It is therefore, recommended that rewards and punishments and students

scoring excellent result relation is high for further improvement.

2. Since the corporal punishments have been abolished the disruptive behavior may be control through effective classroom management.
3. The researcher recommended that teachers' should focus on improved teacher look at target student more frequently than others, rules regarding classroom are to be made rigid and punishment has positive impact over students learning.

LIMITATIONS OF THE STUDY:

A limitation of the study was that it utilized a self-report survey, which According to Colton and Covert (2007) may limit the acquisition of data because the items in self-report surveys limit the response choices of respondents. Some of the respondents might not know the meaning of certain statements and respond to these items from their own interpretation. Vaughn (2012, p.6) has argued that surveys question habits of mind, and these are not essentially limited to the items in surveys used for studies.

This study was limited to assumed 9th-class students in district Peshawar with the assumption that they would be better able to respond to the questions about rewards and punishments, and would be better able to express their feelings. It is a limitation of the study as students in other classes may perceive teachers differently, and, as a consequence, the findings may be generalized with caution.

Following suggestions are given for future research:

1. The study may be simulated to find out contrast in rewards and punishment management urban and rural teachers and across gender.
2. Future studies may enlarge the instrument and may be conducted on different ethnicities of teachers. Some qualitative measures may also be included in future studies.

ACKNOWLEDGEMENT:

All Glory be to Allah who enabled me to complete this work in time. I would like to take this opportunity to extend my sincere gratitude to Prof: Dr Muhammad Younus for the much provided

expertise that changed the way I looked at the world. His persuasion, guidance, and knowledge have been a source of inspiration throughout my research endeavor. I am highly indebted to his dedicated supervision.

In addition, I would also like to thank Mr. Atta Ullah Jan SST(Science) for his help and support in this work. Special thanks to my family members my son Muhammad Haris Safi my daughter Aqsa Safi and my wife for supporting me throughout this process. Finally, I would like to thank all the participant teachers who spared their time to fill the questionnaire and provided their valuable input for the study.

AUTHOR'S CONTRIBUTION:

This research paper's primary author, Dr. Safi Ullah, assumed a central role in the study's development. He was responsible for both data collection and analysis. The second author made significant contributions to the writing process, offering valuable feedback and participating in the paper's review.

REFERENCES

- Clark, H.B., Rowbury, T., Baer, A.M., & Baer, D.H. (1973). Timeout as a punishing stimulus in continuous and intermittent schedules. *Journal of Abnormal Behavior Analysis*, 6 (2), 433- 455.
- Curby, D. F., Kirk, E. R., & Boon, R. T. (2009). Effects of class wide positive peer "tootling" to reduce the disruptive classroom behaviors of elementary students with and without disabilities. *Journal of Behavioral Education*, 18(4), 267-278.
- Colton, D., & Covert, R. W. (2007). *Designing and constructing instruments for social research and evaluation*. San Francisco: Jossey-Bass
- Elias, M. J., & Schwab, Y. (2006). From compliance to responsibility: Social and Emotional Learning and classroom management. In: C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management. Research, practice, and contemporary issues*, 309-341. New York / London: Lawrence Erlbaum Associates.

- Frankel, J. R., & Wallen, E. (2004). *How to Design and Evaluate Research in Education* (7th ed.). Mc Graw-Hill International.
- Larrivee, B. (2005). *Authentic classroom management: Creating a learning community and building a reflective practice*. Boston: Pearson.
- Mayer, G. R. (2002). Behavioral strategies to reduce school violence. *Child & Family Behavior Therapy*,
- McArthur, J.R. (2002). The why, what, and how of teaching children social skills. *The Social Studies*, 93, 183-186. McIntosh et al's (2004) "Teaching Transitions: Techniques for Promoting Success between Lessons" (*TEACHING Exceptional Children*, 37(1), 32-38).
- Uma Sekaron, (2003) *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, New York.
- Roesler, D. (2009). Principals' perceptions of the relationship between student behavior and classroom environment. Dissertation Abstracts International Section A, 70, Retrieved from PsycINFO database.
- Stepaken J. 2007. *Practical guide for teachers and facilitators*, Thousand Oaks Corwin, London, England.
- Skinner, B.F. (1974). Are theories of learning necessary? *The Psychological Review*, 57(4), 193-216.
- Vaughn, K. A. (2012), *Teacher Dispositions and Student Achievement*. PhD dissertation, Claremont Graduate University. Retrieved from <https://eric.ed.gov/?id=ED549802>
- Wilkinson, L. A. (2005). An evaluation of conjoint behavioral consultation as a model for supporting students with emotional and behavioral difficulties in mainstream classrooms. *Emotional and Behavioural Difficulties*, 10(2), 119-136.