



EFFECT OF FEEDBACK AND REINFORCEMENT ON ACADEMIC ACHIEVEMENT OF 10TH GRADE STUDENTS IN HINDI

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KEYWORDS :

1.1 INTRODUCTION

A changing world requires a changing style of education. Teaching now a days required knowledge or communicating information. It should help learner to learn themselves how to acquire skill and develop attitudes and value changing in social context. If education today is to be a powerful instrument of social change, the teacher has to be an agent of social engineering and architect of the future society.

Teaching is an art which includes not only the skill of presenting the subject matter but also different techniques of shape the behavior and improve the learning outcome of the students.

1.2 FEEDBACK

Feed back is the most powerful influence on learning and achievement but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching about surprisingly few students learning are described and the different ways. Students deal with feedback is provided. Finally the model together with the evidence under pinning it used to show how feedback can be used to enhance classroom learning and teaching.

1.2.1 THE MEANING OF FEEDBACK

In this review, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.

1.2.2 THE EFFECTIVENESS OF FEEDBACK

The first question to ask is, How effective is feedback? We answer this question by referring to the usual effects of schooling on student achievement and then comparing them with the evidence related to feedback. Hattie (1999) reported a synthesis of over 500 meta-analyses, involving 450,000 effect sizes from 180,000 studies, representing approximately 20 to 30 million students, on various influences on student achievement. This analysis included more than 100 factors influencing educational achievement and covered various aspects of those typically identified, such as attributes of schools, homes, students, teachers, and curricula. The average or typical effect of schooling was 0.40 (SE = 0.05), and this provided a benchmark figure or "standard" from which to judge the various influences on achievement, such as that of feedback.

1.3 REINFORCEMENT

Reinforcement is a consequence that increases the probability of a particular response. Desirable responses can be strengthened through both positive and negative reinforcement.

Reinforcement is positive if its addition to environment such as a

smile, a hug or a deadline, produce the adoptive responses. Reinforcement is negative if its removal from the situation following a response produced desirable behaviour. Threatening nagging and punishment are the examples of negative reinforcement. Positive reinforces are found more an effective than negative reinforcers.

The literature mentioned several type of reinforcement among them is the social material and activity. The example of social reinforcing even are a smile, approval and physical contact material reinforce can be consumable articles such as candy and other foods, pictures or music. There can be other like than, award privileges and money which work as positive material reinforcement the common activity reinforce for children are being read to, recess, games going first and watching T.V. etc.

1.4 ACHIEVEMENT

Education at different levels or stages is geared to different aims but no one can deny the fact the achievement of the students continuous to be main concern and the most important goal of education et all the stages. Achievement is one important part of the under term educational growth, which includes growth in all aspects. It refers to the pupil's knowledge, attainment and skills developed in all the school subjects, such as reading, writing science mathematics which are assessed by authorities with the help of achievement tests in there form of school examination.

According to Crow and Crow (1956), "Achievement means the extent to which a learner is profiting from instructions in a given area of learning i.e. it is the extent to which skill or knowledge has been acquired by a person from the training imparted to him".

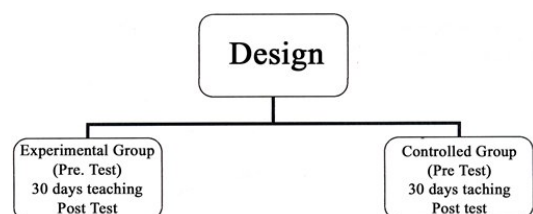
1.5 STATEMENT OF THE PROBLEM

"EFFECT OF FEEDBACK AND REINFORCEMENT ON ACADEMIC ACHIEVEMENT OF 10TH GRADE STUDENTS IN HINDI"

1.6 DESIGN OF RESEARCH

The present study is experimental is nature using pre-test and post-test design. The main purpose of the study is to study how feedback and reinforcement affect the dependent variable, i.e. achievement of students in Hindi. The present study ender ours to assess the feedback and reinforcement of the students and to correlated with the achievement.

Table No. 1.2



1. To study the impact of feedback and reinforcement on the achievement of experimental group in Hindi.
2. To compare the achievement scores in Hindi of experimental group and control group.

1.8 HYPOTHESES

1. There is no significant difference between the pre-test and post-test mean scores of experimental group on the achievement of Hindi.
2. There is no significant difference between the pre-test and post-test mean scores of control group on the achievement test of Hindi.
3. There is no significant difference between the mean scores of experimental group and control group of the achievement test of Hindi.

1.9 SAMPLE

In any piece of research it is stupendous to study the whole of the population for which the problem is being investigated. Each research design therefore has to resort to sampling. A sample is a small group which represents all the traits of the population of interest (Sukhia, 1974).

In the present study, the sample comprises of 50 students of 10th class from Govt. Sen. secondary School Jalalabad (west) District Ferozepur.

1.10 TOOL USED

For collecting new, unknown data required for study of any problem one may use various devices. For each and every type of research, we need certain instruments to explore new fields. The instruments thus employed are called tools.

a. Achievement test in Hindi is used to collect data

1.11 STATISTICAL TECHNIQUES

Mean, standard deviation and students t-ratio were computed.

1.12 SIGNIFICANCE OF THE STUDY

It has been observed that students in adolescent age facing lots of problems like mental stress, Anxiety, laziness, physiological disorder, learning disabilities, stress suicide etc. On the other side teachers and Trainers emphasizing on traditional approach of teaching which is declining the interest of students in studied and raising the cases of dropout, Stagnation and stress suicidal class. Reinforcement is the dominating factor which effect upon such cases. Hence this study will help the teacher and trainer to understand various features of feedback and reinforcement of child and pay more attention towards their Academic Achievement.

CONCLUSION

Based on the results the conclusions of study entitled, "impact of feedback and enforcement on achievement of 10th grade students in Hindi in Govt. Senior Secondary School, Jalalabad (w) are the following:-

1. The result of present study revealed that the pre test and post test achievement of experimental group has the liner correlation. There is a significant difference in Achievement of experimental group on pre test and post test mean scores.

So, hypothesis 1 i.e. H_0 not accepted

The alternate hypothesis i.e. H_1 that achievement of experimental group on pre test mean scores is the different from post test mean scores is accepted.

2. From the results of present study it is also found that there is a significant difference in pre test mean scores and post test mean scores of control group therefore hypotheses 2 i.e. H_0 is rejected and alternate hypotheses H_1 i.e. feedback and reinforcement has a significant effect on achievement of control group.

3. The present study also found that there is no significant difference in achievement of experimental group and control group.

Therefore hypothesis H_0 accepted.

From the present study, it is concluded that achievement and feedback and reinforcement are significantly correlated.

Negative feedback and reinforcement leads to low achievement of students of 10th grade students. For better achievements, a conducive positive feedback and reinforcement is must. The feedback and reinforcement is the major factor which influences the achievement.

5.8 SUGGESTIONS FOR FURTHER STUDY

1. Instead of consulting the research in limited area, sample may be drawn from large area i.e. District level and state level.
2. Instead of limiting the study on 10th grade students, sample may be drawn from college, university and elementary school students.
3. Instead of limited the studying educations field, sample shall be drawn from corporate control group.
4. Impact of reward, invectives, promotion etc. On the achievement may be investigated.

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