



Attitude of Students of Standard IX Towards Reward

A.Pio Albina

Assistant Professor in Mathematics, Alagappa University College of Education, Alagappa University, Karaikudi-630 003, Tamil Nadu.

ABSTRACT

An investigation was made to find out whether there is any significant difference between students of standard IX in their attitude towards reward and their demographical variables. In the present study, random sampling technique was adopted to select a sample of 330 students of standard IX in Ramanathapuram Educational district, and self made standardized tool was used to collect data. The result revealed that there is significant difference between students of standard IX in their attitude towards reward and their demographical variables.

KEYWORDS

attitude, reward.

Introduction:

Reward is a positive reinforcement, based on the fact that everyone craves for recognition and appreciation. A gentle pat, a word of appreciation and a pleasing smile go along with in motivating the students to reach the summit of success.

When the achievement of students is given appreciation in the presence of others, they feel encouraged. This helps in in-fusing great confidence in them, and in building self esteem. Hence rewards should not-only be instantly provided but aptly provided in form and extent.

- Regular and punctual attendance.
- Good conduct.
- Progress in studies.
- Proficiency in games, sports and co-curricular activities.
- Service rendered for a noble cause and the following may be the forms of rewards. [B.C. Rai, 1986, P- 180]

And the following may be the forms of rewards:

- Books.
- Merit certificates.
- Praise and commendation.
- Scholarships.
- Badges.

Position of honour in the Honour Boards; [J.G. Aggarwal, 1972, P – 180]

Significance of the Study:

Students should be made to realize that rewards are given as tokens of good appreciation and they are meaningful only to this extent. What is more important is the formation of good habits and hard work and this pays them most in life. [J.G. Aggarwal, 1967, P – 285]

Rewards are not always positive in their effect and may sometimes fail to fulfill their purpose. The naturalists dub all rewards as bribery. They say that rewards have demoralizing effect on the child because they tempt the child to work not for duty's sake, but for the sake of praise and prize. From the sociological point of view, rewards may lead to unhealthy, jealous and unwholesome competitions among the students.

Learning depends upon the attitude of the students towards the process of learning, the facilitators, the learning materials and the school environment. The role of the facilitator is to make the learning easy and interesting. To make the students realize the learning objectives, how does the facilitator

motivate them. He uses reward for this purpose. How are this motive taken by the receiver and the giver. This is a universal phenomenon. The answer lies in the attitude of the students towards reward.

The above viewpoints have led to the investigation into the attitude of Students of Standard IX towards Reward.

Statement of the Problem:
"Attitude of Students of Standard IX towards Reward".

Definition of the Terms:

Attitude :

According to L.L. Thurston, "Attitude is the sum total of an individual's inclination, feelings, prejudices or biases, preconceived notions, ideas, threats and convictions or beliefs about any specific object" (Bhatnagar.A.B., 2003, P-86)

Reward:

Something given or received in recompense for worthy behaviour.

Objectives:

- To find the significance of difference between male and female students of standard IX in their attitude towards reward.
- To find the significance of association between nature of schools (boys/girls/co-ed) and attitude of students of standard IX towards reward.
- To find the significance of association between type of management of schools (aided / unaided /govt) and attitude of students of standard IX towards reward.

Null Hypotheses:

- There is no significant difference between male and female students of Standard IX in their attitude towards reward.
- There is no significant association between nature of schools (boys/girls/co-ed) and attitude of students of Standard IX towards reward.
- There is no significant association between type of management of schools (aided/unaided/govt.) and attitude of students of Standard IX towards reward.

Method Adopted For The Present Study:

To investigate and to determine the status of present phenomenon the survey method is the best. The Phenomenon being studied "Attitude of students of standard IX towards reward."

Description of the Tool:

The investigator used a self-constructed tool for collecting the data, for measuring the attitude of students towards reward. The investigator formulated rough draft of the Attitude Scale consisting of 19 items for reward. In the attitude scale, each item had 5 to 8 responses. It was distributed to 50 students. The questionnaire was subject to item analysis to find out the validity index of the individual items.

Through test-retest method, the reliability of the tool was established by calculating the correlation co-efficient between the two scores for two trials. This was found to be 0.68 for Attitude towards Reward Scale.

Sample for the Study:

In the present study, random sampling technique was adopted to select a sample of 330 students of standard IX in Ramathapuram Educational district.

Statistical Techniques Used:

Mean, Standard Deviation, 't' test and 'Chi - square' test were the statistical techniques used.

Data Analysis:

Hypothesis: 1

There is no significant difference between male and female students of Standard IX in their attitude towards reward.

Table 1
Significance of difference between male and female students of Standard IX in their attitude towards reward.

S.No	Variable Gender	N	Mean	S.D	't' value		Remark at 0.05 level
					Calculated 't' value	Table 't' value for d.f =328	
1.	Male	126	189.03	28.73	7.35	1.96	Significant
2.	Female	204	209.33	14.83			

It is inferred from the above table that the calculated 't' value 7.35 is greater than the table value 1.96 at 0.05 level, for d.f = 328.

Hence the null hypothesis is rejected. That is, there exists significant difference between male and female students of Standard IX in their attitude towards reward.

Hypothesis: 2

There is no significant association between nature of schools (boys/girls/co-ed) and attitude of students of Standard IX towards reward.

Table 2
Significant association between nature of schools (boys/girls/co-ed) and attitude of students of Standard IX towards reward.

Nature of Schools	Attitude			Chi- Square Value	Remark
	Unfavourable	Neutral	Favourable		
Boys	23(5)	1(19)	0(0)	102.86	Significant
Girls	2(13)	66(55)	0(0)		
Co-ed	39(46)	199(192)	0(0)		

It is inferred from the above table that the calculated Chi-square value 102.86 is greater than the table value 9.488 at 0.05 confidence level, for degrees of freedom 4.

Hence the null hypothesis is rejected. That is, there exists significant association between nature of schools (boys / girls / co-ed) and attitude of students Standard IX towards reward.

Hypothesis: 3

There is no significant association between type of management of schools (aided/unaided/govt.) and attitude of students of Standard IX towards reward.

Table 3
Significant association between type of management of schools (aided/unaided/govt.) and attitude of students of Standard IX towards reward.

Type of Management	Attitude			Chi-Square Value	Remark
	Unfavourable	Neutral	Favourable		
Govt	35(20)	70(85)	0(0)	19.23	Significant
Aided	17(24)	108(101)	0(0)		
Unaided	12(19)	88(81)	0(0)		

It is inferred from the above table that the calculated Chi-square value 19.23 is greater than the table value 9.488 at 0.05 confidence level, for degrees of freedom 4.

Hence the null hypothesis is rejected. That is, there exists significant association between type of management of schools (aided/unaided/govt.) and attitude of students of Standard IX towards reward.

Findings:

- There is significant difference between male and female students of Standard IX in their attitude towards reward.
- There is significant association between nature of schools (boys/girls/co-ed) and attitude of students of Standard IX towards reward.
- There is significant association between type of management of schools (aided/unaided/govt.) and attitude of students of Standard IX towards reward.

Interpretation

By nature, girls are very sensitive. So they always like to be praised or rewarded. "The children are inspired to work more efficiently and more accurately by rewards" [Prof.B.C.Rai, 1986, P-180]

On the other hand, boys are more self- motivated than girls and hence rewards have less effect on them. In addition to this, informal interview with them reveal the fact that they think rewards create unhealthy jealousy which is harmful.

Hence girls are found to have more favourable attitude than boys towards rewards in schools. Similarly students belonging to girls' school have more favourable attitude than the students belonging to boys' school and co-education school towards rewards. Similarly students belonging to aided and government schools have more favourable attitude than the students belonging to unaided school towards reward.

Recommendations:

In order to make rewards fulfil their purposes the following suggestions are provided by B.C.Rai,(1986)

- Rewards should be given for the efforts not for the result. It will develop the habit of working hard for the task and restrain the students only on looking on the result.
- Rewards should be given to the group not to the individuals.
- Rewards should be given to younger students just after their achievement while for the elder students they may be given later on.
- While giving rewards, the importance should not be on the material but on the honour.
- The large number of rewards should be avoided. They should be only few in number. (p-181).
- Futher, J.G.Aggarwal(1972) suggest the following points to be held in mind with regard to reward.
- Rewards should be of small intrinsic value.
- Rewards should be given immediately to the students.
- Rewards should be given also for the minor virtues of school conduct such as punctuality, regularity in attendance and personal and cleanliness.
- Rewards should provide incentive for healthy emulation among individuals and group of individuals.
- Rewards should encourage the students to put in all the more labour. (p-181).
- Rewards should be directed towards the aims of maintaining good conduct and discipline in the students. According

to S.K.Kochhar(1971) the following points should be noted while rewarding pupils.

- Rewards should not be given for a startling performance which may be the result of chance or luck.
- The same reward may not be effective with all, since individuals react differently.
- While giving a reward, the educator should determine what appreciation will motivate the student to conform to conduct approved in the school.
- Rewards should be used as a discipline device to make right conduct and hard work sure.
- Rewards should assure a condition of satisfaction and pleasure. (p-331)
- In order to make rewards more reasonable,justifiable and deserving M.S.Sachdeva(2000) gives the following suggestions.
- Rewards should not create unhealthy jealousies among the students.
- The reward should not be given for the sake of reward. It should remain an incentive for the child.
- Rewards should be given as a means and not as an end in itself.
- Some criteria should be formed and notified to the students. Rewards should be given on the basis of those rules and regulations.
- While giving rewards for the some activity, it should not be delayed unnecessarily otherwise it loses its significance. (p-171) .

CONCLUSION:-

Rewards are very common in schools. It is a general view that the students get encouragement by getting rewards. It is also a common belief that students who are rewarded maintain and sustain their zeal.

Let us not give rewards for the sake of rewards only. Proper use of rewards will have a healthy effect on not only the behaviour of the school going children but on their self-concept, self-esteem and attitude towards life.

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