



# A STUDY OF ACADEMY ACHIEVEMENT OF GOVERNMENT AND NON GOVERNMENT PRIMARY SCHOOL STUDENTS IN RELATION TO REINFORCEMENT

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## ABSTRACT

The purpose of the study was to determine study of academy achievement of government and non government primary school students in relation to reinforcement. The study employed a Mixed Methods design in which both quantitative and qualitative data were collected. The study has targeted the students from public and private schools students of rural and urban area of the Allahabad district. Data was collected by using check-lists and interview schedules. Qualitative data was analyzed by using the thematic and content analysis such as Cronbach's Alpha. The study reported on the use of praise, tangible items such as games and money, social, activity and token one were also moderately often used by the teachers. These terms also used in both form of reinforcement such as positive and negative reinforcement. The participants also used both Continuous reinforcement and partial reinforcement schedules. The purpose of this study was also to determine the effect of positive and negative reinforcement in the form of rewards on the achievement of primary students' end of the academic achievement. The study was conducted on 500 students of primary schools in Allahabad district. The researcher collected the students' grades for four weeks during which positive reinforcements in the form of rewards were not used and the grades for four weeks during which the students received positive reinforcements in the form of rewards ever time the student earned a grade of ninety-two or above. The eight week study showed significant improvement in the grades of the students when they received positive reinforcement in the form of rewards than when the same students did not receive rewards. The implications of the study is that positive reinforcement can be used to obtain desired result that a teacher, or parent seeks for a student to achieve; and that when used correctly, positive reinforcement is very effective. The study recommends that, schools should enhance reinforcement programs which have long term effect. Moreover, teachers should deepen their knowledge on reinforcement programs for academic success of students.

**KEYWORDS:** Reinforcement, secondary schools, academic performance, Allahabad.

## I. INTRODUCTION

As Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved, is determined by their level of peer pressure, time management as students' success are reflected in their academic performance. Peers play a large role in the social and emotional development of adolescents Allen (2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do.

The role of education and training is crucial in the Human Resource Development. Education is focused on the training and modification of behavior of human beings accepted in social code, Behavior modification refers to the techniques used to try and decrease or increase a particular type of behavior or reaction. This might sound very technical, but it is used very frequently by all of us. Teachers spend a good deal of time dealing with inappropriate, disruptive behavior. Oftentimes attempts to modify student behaviour are unsuccessful due to time constraints, inconsistent implementation, and a lack of understanding of the principles of behaviour modification. Here you will find the basic premises of methods of behaviour modification which should help you approach student behaviour and the development and administration of behaviour modification plans in a consistent and more effective manner. Behavior modification techniques aim to manipulate the antecedents and consequences of behavior so that the likelihood of appropriate behavior is increased and inappropriate behavior is decreased. Proactive behavior modification, interventions which avoid the utilization of aversive consequences, also involves teaching new and more appropriate skills (positive programming). The reason for this is the belief that all behavior is learned. If you are trying to reduce an inappropriate behavior, an appropriate behavior must be taught as an alternative. So teachers' roles are pivotal to modify the behaviors of students by using the positive and negative reinforcement techniques. Child (1993) gives importance of rewards in the teaching/learning process as "the rewarding of appropriate behavior is bread and butter to the teacher". So the main motive behind using reinforcement in the classroom is to encourage the students to repeat the acts done by them, which are good and would prove useful for them and also for the class. The students will feel encouraged to repeat their acts only if they receive appreciation for them. By the effective use of reinforcement in the classroom, you can make the students aware of their strengths and suggest ways of using those strengths to the fullest to succeed in the tasks allotted to them. By doing this, the students would be able to eliminate the negative aspects of their personality step by step.

Reinforcement in the classroom in the form of awards and gifts, at times, is more

effective than the oral ways of appreciation. Sometimes material rewards which the students always wished to possess can increase the enthusiasm and energy in them to perform better at every outing. So, Positive reinforcement in the classroom can help to maintain the discipline and decorum by changing the personal

Reinforcement has a clear advantage over punishment in many ways. It has been observed in many cases that though punishment helps to improve the habits and behaviour patterns of many children, this is not true in the case of each and every child. Punishment sometimes can have an opposite effect on the students as they may become rebellious and even more aggressive. Even if punishment succeeds in improving the way of thinking of the students, this change can be temporary and may not last too long. With the help of positive reinforcement, the values which are taught in the classroom will stay with the children throughout their lives. Methuen (1987) argues that to spare the rod is to spoil the child, and there is very good reason to believe this. However, punishment is rarely the best remedy for problems of this nature. According to Witting et al., (1984), punishment is a situation where an organism withholds a response to keep from experiencing an aversive stimulus. There is no specific discriminative stimulus involved. Thus Reinforcement in the classroom is a must in the modern day education system. By employing these methods, the teachers will be able to make the students, great visionaries when they grow up.

## II. REINFORCEMENT

In behaviourism, reinforcement refers to the consequences of desired behaviour. Reinforcement may be either positive or negative, depending on its application. In positive reinforcement, a reward is given for the desired behaviour. In negative reinforcement, something undesirable is taken away as a consequence of the desired behaviour. Reinforcement is an act performed to strengthen approved behaviour.

The term reinforce means to strengthen, and is used in psychology to refer to any thing stimulus which strengthens or increases the probability of a specific response.

Reinforcements are stimuli that can strengthen or weaken specific behaviours. Learn about the many different ways that rewards and punishment are used to change and reinforce people's behaviours, and find out why some are more effective than others.

### Positive & Negative Reinforcement

One of the many ways in which people learn is through operant conditioning. Operant conditioning simply means learning by reinforcement. There are a number of factors involved in reinforcing an individual's behaviors, and by applying reinforcements, we can increase and/or decrease behaviors as well.

There are multiple types of reinforcement that can be used in operant condition-

ing. The two most common forms are known as positive reinforcement and negative reinforcement. It is important to note that, in this case, the words positive and negative do not mean good or bad. Instead, they mean you are adding (positive) or removing (negative) something in order to strengthen the desired behavior. Negative reinforcement is often confused with punishment; however, they are not the same.

**Positive Reinforcement**

Positive reinforcement occurs when a token or reward is given to strengthen a desired behavior. For example, if a child cleans her room, she may receive a candy bar or a toy as a reward. The reward will serve to strengthen the behavior because the child will be more likely to continue with this desired behavior in order to receive the reward.

Skinner showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever on the side and as the rat moved about the box it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again.

Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e. a reward) you will be more likely to repeat this behavior in the future, thus strengthening the behaviour of completing your homework.

Something that is given in return for doing something else. This action research project explored the theory of behavior modification through the use of rewards to promote positive behavioral changes in students with special needs. A classroom behavior management plan was created to observe the effectiveness of positive reinforcement on influencing students' behaviors.

**Negative Reinforcement**

Negative punishment is when we take something away after an undesirable behavior occurs.

The removal of an unpleasant reinforcer can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. Again, the goal of punishment is to decrease the behavior. So, if a child is fighting with her brother, a parent may take away her favorite toy or suspend her TV privileges. By doing so, the parent will decrease the likelihood that the unwanted behavior will continue.

For example, if you do not complete your homework, you give your teacher £5. You will complete your homework to avoid paying £5, thus strengthening the behavior of completing your homework.

Skinner showed how negative reinforcement worked by placing a rat in his Skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. As the rat moved about the box it would accidentally knock the lever. Immediately it did so the electric current would be switched off. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that they would repeat the action again and again.

In fact Skinner even taught the rats to avoid the electric current by turning on a light just before the electric current came on. The rats soon learned to press the lever when the light came on because they knew that this would stop the electric current being switched on. These two learned responses are known as *Escape Learning and Avoidance Learning*

Likewise, negative reinforcement also strengthens a behavior, but it does so by removing something that is unwanted. For instance, when you get into your car and put the key in the ignition, you might hear a loud bell or ringing sound. In order for the bell to stop, you need to put your seatbelt on. This is an example of negative reinforcement. In order for the sound to be removed, you need to fasten your seatbelt.

**Types of Reinforcement**

There are many types of reinforcement dependent on the situations and behaviour of the students. Here, we use general types of reinforcement which show direct effects on the students. The types of reinforcement are given below:

**a) Natural and Direct Reinforcement:**

This type of reinforcement occurs naturally from the appropriate behavior. For example, a student who works cooperatively with a group in a class activity is likely to receive more invitations to join in such activities in the future. For most students, the attention that the student receives for helping other students and cooperating is positively reinforcing. The goal should always be to move the student towards natural and intrinsic reinforcement (i.e. the reinforcement comes

from within the child such as positive thoughts or feelings).

**b) Social Reinforcement:**

These are reinforcers that are socially mediated by teachers, parents, other adults, and peers. They express approval and praise for appropriate behavior. Comments ("Excellent work," "I like the way you are working with your group"), written approval ("Way to go!"), and nonverbal expressions of approval (smiling, clapping, nods of approval) are all very effective reinforcers.

**c) Activity Reinforcement:**

Activity reinforcers are very effective and positive for students. Allowing students to participate in preferred activities (such as games, computer time, etc.) is a very powerful strategy.

**d) Tangible Reinforcement:**

This category includes edibles (food), and non-edibles such as toys, balloons, stickers, and awards. These should be used with caution. Parents may have reason to object to certain reinforcement and toys can make other students envious. However, tangibles can be in the form of awards, certificates, displaying work, and letters sent home to parents commending the student's progress. These are powerfully motivating reinforcers and for many students are absolutely necessary when first implementing a reinforcement plan.

**e) Token Reinforcement:**

Token reinforcement involves awarding points or tokens for appropriate behavior. These rewards have little value in themselves but can be exchanged for something of value.

**III. PROPOSED METHODOLOGY**

The proposed scheme makes use of the collective information (i.e., local reputation information and supplementary information from other nodes) for detecting and handling routing misbehavior. This information, along with other parameters, is used for dynamic handling of misbehaving nodes according to the main objective of this study was to study of academy achievement of government and non government primary school students in relation to reinforcement in Allahabad District. To explore the performance of the students and the effect of educational reinforcement in the District of Uttar Pradesh that is Allahabad, few independent variables were considered. In order to reach the research's aim, first identified reinforcement components of the students of government and private school, then investigated which of these components have an emphasized manifestation and if this manifestation depends on a series of independent variables like area of study, gender and affiliation of the schools.

For this purpose 20 schools (10 government and 10 private schools) were selected from Allahabad District. From each selected school's 25 students participated in the study. Care was taken that the respondents were from each level of variables.

**Research Design**

The research is a descriptive research. It made use of both qualitative and quantitative tools in analyzing the data gathered through checklist, interview and observation.

**Research Plan**

**Sampling Plan**

Three stage stratified random sampling has been used to draw the sample of respondents from selected schools. Care was taken that each section of the schools such as government, private, rural and urban was represented in the sample. A total of 500 respondents were selected to participate in the study. Details of the sampling plan are given in Table 1.

**Table 1: Sample plan of the research**

Type of school	Gender	Urban	Rural	total
Government	Boys	75	50	125
	Girls	75	50	125
	Total	150	100	250
Private	Boys	75	50	125
	Girls	75	50	125
	Total	150	100	250
Total	Boys	150	100	200
	Girls	150	100	200
	Total	300	200	500

**Selection of the respondents**

To make the sample representative respondents were selected from each schools and Care was taken that each section of the schools such as girls, boys, government, private, rural and urban was represented in the sample. Thus the survey was conducted with the help of well designed check-list (Appendix-B) which have 62 statements prepared for this purpose.

**Data Collection**

The data are collected from different schools of the Allahabad District by collecting information from the students of the school by the help of check-list. The researchers used a reinforcement instruments to determine the effect of it on the performance of the students. The reinforcement check-list contained 62 statements based on education facets adapted from the reinforcement survey (EMS). The content of these statements was modified slightly by the researchers to make them more appropriate for participants. The reinforcement instrument described two facets, measured by thirty five statements for positive reinforcement and twenty seven statements for negative statements. The collection of the data takes place by following:

**Primary Sources:**

**Check-list**

Check-lists are made of by pilot study of the schools by different old records of them by other researches, different articles on them and by personal sighting observation of the schools. This took the form of a list of statements given to respondents to answer with the rational of getting data on the topic under study. The statements in the check-list took two forms; open ended statements and close ended statements. The close ended statements offered a set of alternative answers from which the respondents were asked to choose the one that most closely represents their view. The open ended statements on the other hand were not followed by any kind of choice. With this, the respondents' answers were recorded in full. The respondents again answered the statements the way he or she understood them.

**Development of the Check-list**

The items of the check-list were developed with help of review of literatures related to the government and private schools. After collection of the data for the check-list from the review, a list of statements was developed. Two items were rephrased for better understanding of the respondents and no items were deleted or added. The final check-list was thus developed.

For development of the check-list insights were taken from the following:

- Manual for Academic Reinforcement Test (ART) (Dr. John W. Best, USA, 1980).

**Personal observation**

The researcher undertook personal observation through the school environment of the schools to examine the process of education, use of nature of education by different types of the school student, environment of the school and relationship between motivational achievement and self efficacy of the students. The researcher again visited the different schools and observed that the level of academic achievement.

**Analysis of Data**

**Reliability**

The reliability of the scale was determined by two steps as follows:

- Test-retest method and
- Internal consistency method

**Test- retests method**

A coefficient of stability of 1 indicates that each respondent's scores are perfectly correlated. That is, each respondent score the exact same thing on x as they did on y. A coefficient correlation of 0 indicates that the respondents' scores at x were completely unrelated to their scores at y; therefore the test is not reliable.

Coefficient of reliability by test-retest method as follows:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \tag{1}$$

Where, N is the total number of respondent.

After analysis of 500 students for 62 items, we found that the test-retest reliability was 0.85

**Internal Consistency of the Instruments:**

Internal consistency value is calculated by Cronbach's Alpha which is alpha is an appropriate reliability estimator for composite measures containing multiple components. A component may be a test item, a judge, a Thematic Apperception Test (TAT) card, a survey question, a subtest, or a test that is being combined into a composite test battery. Coefficient alpha may be computed using variance components but is ordinarily computed by the following equation:

$$\alpha = \frac{n}{(n-1)} \left( 1 - \frac{\sum V_i V_t}{V_t} \right) \tag{2}$$

Where  $V_i$  is the variance of test score and  $V_t$  is the variance of the  $i^{th}$  component and the total score on the test is the sum of the n component scores. Internal consistency tests were conducted on both instruments. The results indicated an overall Cronbach's Alpha of 0.77 for the girls student, 0.72 for boys student and 0.75

for the total sample. The subscales of the two instruments also show good reliability achieving scores above the accepted level of 0.75 (De Vellis, 1991).

**Validity**

Besides face validity as all the items of the scale are concerned with the variable under focus, the scale has high content validity. The scale was validated against the external criteria and coefficient obtained was 0.72.

**Norms**

Norms of the scale are available on a sample of subjects belongs to age range of 7 to 15 will be considered because reinforce were taken according to the age group for survey.

**Scoring**

As we can know that the inventory is almost like closed one; student have answer in three words that are always, sometime and never. For scoring always word were given 2 and for some time given 1 and for never 0 score will be given and by mean the inventory gives a result that positive reinforcement were given or not.

**Statistical Analysis**

Data obtained from the questionnaire was subjected to analysis of variance technology two way classification, and critical different will be used to determine best sample. Completely randomized design (CRD) will be used to know the significant different between samples of product regarding the attributes. Calculated a value will be compound with a table value of Factors at 5% level of significance. If calculated value will be the table effect will be considered to be significance of study will be tested at 5% level.

$$t = \frac{\sqrt{(n-2)} / \sqrt{(1-1/2^2)}}{\dots} \tag{3}$$

$$S.Ed. = \sqrt{2} \text{ MESS} / r \times t \times s \tag{4}$$

$$C.D = S.Ed \times t_{5\% \text{ at e. d. f.}} \tag{5}$$

Where,  
t = distribution of observation

$$r = \text{co-efficient of correlation} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \tag{6}$$

n=no. of observation, S.Ed= standard error of difference, e.d.f. = error of degree of freedom, C.D= critical difference, MESS= error mean sum of square.

**IV. RESULTS AND DISCUSSION**

The research data are collected from different schools of the Allahabad District by collecting information from the students of the school by the help of check-list. The researchers used a reinforcement instruments to determine the effect of it on the performance of the students. The reinforcement check-list contained 62 statements based on education facets adapted from the reinforcement survey (EMS). The content of these statements was modified slightly by the researchers to make them more appropriate for participants. The reinforcement instrument described two facets, measured by thirty five statements for positive reinforcement and twenty seven statements for negative statements.

*Academic achievement of private and government primary school student of rural and urban area in relation to positive and negative reinforcement.*

**Table 2: Academic motivation score of Students on the basis of area**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Urban	300	3.82	0.84	3.72*
2	Rural	200	3.49	0.67	

After the observation of the Table 2, it found that the mean and standard deviation of academic motivation of rural and urban area students studying primary school of Allahabad district is 3.49 & 0.67 and 3.82 & 0.84 respectively and the calculated t-value is 3.72 which was greater than the required value (1.89) for significance at 0.05 levels. This indicates that there was existence of significance difference in academic motivation of rural and urban area students studying in primary school of Allahabad district in relation to reinforcement. This may be due to proper facilities are available to urban area student while rural students have not available these facilities.

**Table 3: Academic motivation score of Students on the basis of affiliation**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Government	250	3.24	0.62	4.11*
2	Private	250	3.50	0.81	

After the observation of the Table 3, it found that the mean and standard deviation of academic motivation of government and private school students studying primary school of Allahabad district in relation to positive reinforcement is 3.24 &

0.62 and 3.50 & 0.81 respectively and the calculated t-value is 4.11 which was greater than the required value (1.89) for significance at 0.05 levels. This indicates that there was existence of significance difference in academic motivation of government and private school students studying in primary school of Allahabad district in relation to positive reinforcement.

**Table 4: Academic motivation score of Students on gender basis in relation to positive reinforcement**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Boy	250	3.34	0.74	1.978
2	Girl	250	3.38	0.76	

After the observation of the Table 4, it found that the mean and standard deviation of academic motivation of boy and girl students studying primary school of Allahabad district in relation to positive reinforcement is 3.34 & 0.74 and 3.38 & 0.76 respectively and the calculated t-value is 1.978 which was less than the required value (1.89) for significance at 0.05 levels. This indicates that there was existence of significance difference in academic motivation of boy and girl students studying in primary school of Allahabad district in relation to positive reinforcement.

*Academic achievement of private and Government primary school student of rural and urban area in relation to frequency of positive and negative reinforcement*

**Table 5: Positive reinforcement score of Students on the basis of area**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Urban	300	3.82	0.84	3.72*
2	Rural	200	3.49	0.67	

After the observation of the Table 5, it found that the mean and standard deviation of Positive reinforcement of rural and urban area students studying primary school of Allahabad district is 3.49 & 0.67 and 3.82 & 0.84 respectively and the calculated t-value is 3.72 which was greater than the required value (1.89) for significance at 0.05 levels. This may be due to proper education system provided in the urban area. The reason behind this result may be rural area has less infrastructure and educational facilities. They are less motivation and awareness about importance of reinforcement.

**Table 6: Positive reinforcement score of Students on the basis of affiliation**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Government	250	3.24	0.62	3.78*
2	Private	250	3.50	0.81	

After the observation of the Table 6, it found that the mean and standard deviation of positive reinforcement of government and private school students studying primary school of Allahabad district is 3.24 & 0.62 and 3.50 & 0.81 respectively and the calculated t-value is 3.78 which was greater than the required value (1.89) for significance at 0.05 levels. This indicates that there was existence of significance difference in positive reinforcement of government and private school students studying in primary school of Allahabad district.

**Table 7: Positive reinforcement score of Students on gender basis**

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Boy	250	3.34	0.74	1.978*
2	Girl	250	3.38	0.76	

After the observation of the Table 7, it found that the mean and standard deviation of positive reinforcement of boy and girl students studying primary school of Allahabad district is 3.34 & 0.74 and 3.38 & 0.76 respectively and the calculated t-value is 1.978 which was less than the required value (1.89) for significance at 0.05 levels. This indicates that there was existence of no-significance difference in positive reinforcement of boy and girl students studying in primary school of Allahabad district.

*The relationship between academic achievement and reinforcement of private and government school student of rural and urban area*

**Table 8: Relationship between academic achievement and positive reinforcement of students of Allahabad with respect to rural area.**

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Academic achievement	200	3.69	0.76	0.723*
2	Reinforcement	200	3.63	0.72	

Observation of the Table 8, shows that overall correlation between academic achievement and reinforcement with respect to rural and urban area was 0.673(\*) which is significant at 0.05 levels for 598 D.F. it means reinforcement favours the academic achievement of students.

**Table 9: Relationship between academic achievement and positive reinforcement of students of Allahabad with respect to government school**

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Academic achievement	250	3.62	0.70	0.316*
2	Positive Reinforcement	250	3.45	0.64	

Observation of the Table9 shows that overall correlation between academic achievement and positive reinforcement with respect to government schools was 0.316(\*) which is significant at .05 levels for 598 D.F. it means positive reinforcement favours the academic achievement of students with respect to government schools.

**Table 10: Relationship between academic achievement and positive reinforcement of students of Allahabad with respect to boy student**

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Academic achievement	250	3.64	0.71	0.356*
2	Reinforcement	250	3.54	0.68	

Observation of the Table 10, shows that overall correlation between academic achievement and reinforcement with respect to boy and girls students of the primary schools was 0.356(\*) which is significant at 0.05 levels for 598 D.F. it means positive reinforcement favours the academic achievement of students with respect to gender of students of the primary schools. Observation of the Table 10 also indicates that coefficients of correlation of academic achievement with positive reinforcement with respect to boy students of the students was indicates that variations in the academic achievement and positive reinforcement with respect to boy have significant relationship and academic achievement helped the students in their reinforcement who were studying in primary schools of Allahabad.

**V. CONCLUSION**

The main objective of this study was to study of relationship between students and teachers in terms of reinforcement given by teachers in secondary school of Allahabad District. To explore the performance of the students in terms of reinforcement in District of Uttar Pradesh that is Allahabad, few independent variables were considered. In order to reach the research's aim, first identified reinforcement components of the students of government and private school, then investigated which of these components have an emphasized manifestation and if this manifestation depends on a series of independent variables like area, affiliation of schools and gender.

For this purpose 20 schools (10 government and 10 private schools) were selected from Allahabad District. From each selected school's 25 students participated in the study. Care was taken that the respondents were from each level of variables. After the statistical analysis of the collected data it concluded that there was a significant relationship between reinforcement and academic performance of the students of the secondary schools of the Allahabad district. The study recommends that, schools should enhance reinforcement programs which have long term effect. Moreover, teachers should deepen their knowledge on reinforcement programs for academic success of students.

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