

The reinforcement and its impact on the achievement of primary school students in Palestine and Jordan from the viewpoint of parents

التعزيز وأثره على تحصيل طلبة المدارس الأساسية في فلسطين والأردن من وجهة نظر أولياء الأمور

د. علي لطفي قشمر¹

Dr. Ali Lutfe Qashmar¹

Al-Istiqlal University, Palestine, alilutfe@gmail.com¹

تاريخ النشر: 2021/06/30

تاريخ القبول: 2021/06/04

تاريخ الاستلام: 2020/10/09

Abstract:

This study aimed to identify the reinforcement and its effect on the achievement of basic school students from the viewpoint of parents, and to know if there was an effect of the enhancement on the achievement of basic school students in Palestine and Jordan from the viewpoint of parents, due to the variables: (gender, educational qualification) and for the answer For these questions, a questionnaire was constructed to collect data from the study sample, which included (20) items distributed into four dimensions.

The study sample consisted of (205) parents of primary school students in Palestine and Jordan during the first semester of the academic year (2019/2020), and the results showed that there were no statistically significant differences in the reinforcement that parents use to collect basic school students in Palestine And Jordan, from the point of view of the parents attributed to the two variables (gender, educational qualification) at the total degree and on all dimensions, and accordingly the study came out with many recommendations, including: The necessity of conducting similar studies on the effect of reinforcement on students from the viewpoint of the students themselves

Keywords: reinforcement, primary school students, Palestine, Jordan, parents.

التعزيز وأثره على تحصيل طلبة المدارس الأساسية في فلسطين والأردن من وجهة نظر أولياء الأمور

الملخص:

هدفت هذه الدراسة الى التعرف على التعزيز وأثره على تحصيل طلبة المدارس الأساسية من وجهة نظر أولياء الأمور، ومعرفة إن كان هناك أثر للتعزيز على تحصيل طلبة المدارس الأساسية في فلسطين والأردن من وجهة نظر أولياء الأمور، تعزى لمتغيرات: (النوع الاجتماعي، المؤهل العلمي) وللإجابة عن هذه الأسئلة تم بناء استبانة لجمع البيانات من عينة الدراسة اشتملت على (20) فقرة موزعة الى أربعة أبعاد.

وتكونت عينة الدراسة من (205) من أولياء الأمور لطلبة المدارس الأساسية في فلسطين والأردن خلال الفصل الأول من العام الدراسي (2020/2019)، كما وأظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في التعزيز الذي يستخدمه أولياء الأمور على تحصيل طلبة المدارس الأساسية في فلسطين والأردن من وجهة نظر أولياء الأمور تعزى للمتغيرين (النوع الاجتماعي، نوع العمل) على الدرجة الكلية وعلى الأبعاد كافة، وبناءً عليه فقد خرجت الدراسة بالعديد من التوصيات منها: ضرورة إجراء دراسات مشابهة عن أثر التعزيز على الطلبة من وجهة نظر الطلبة أنفسهم. الكلمات المفتاحية: التعزيز، طلبة المدارس الأساسية، فلسطين، الأردن، أولياء الأمور.

Introduction :

Since the beginning of the 20th century several theories known as learning theories have emerged, these theories are based on the main principle that behavior (whether adaptive or non-adaptive) is educated. Learning is caused by environmental conditions, particularly post-behavioral conditions, where behavior with satisfactory results is taught by the individual, behavioral theory, and the most famous scientists of this theory are Ivan Pavlov, John Watson, and Boors Skinner. (Dhawi, 2001: 3)

Reinforcement plays an important role in pushing individuals towards continuing to make the effort to achieve the goal pre-set by set by the teacher. Methods and procedures derived from learning theories are an influential role in modifying the behavior of the individual in the field of education, and highlights the promotion as one of the methods used by educators in various educational fields, where the promotion is considered as a feedback supporting the performance of the student towards the performance expected of him towards a particular subject. (Alhela, 2005)

Enhancement (both positive and negative) plays an influential role in strengthening learning with satisfactory results, and weakening unsatisfactory feeling when modifying abnormal behavior, successful enhancement reduces the tension that accompanies work, and satisfaction resulting from stress relief enhances and strengthens learning. (Abdelkader, 2009: 26)

Enhancement plays an important role in the likelihood of repeating behavior in the person who has been promoted, as Skinner sees enhancement as a happy event following a behavior where the booster strengthens the likelihood of repeating such behavior in subsequent times. Reinforcement from Skinner's point of view is divided into two types: a positive promotion: a desirable, exciting presentation after a response, which increases the likelihood of a recurrence of such a response in the future, such as rewarding a student when answering a question correctly, and a negative promotion: removing unwanted stimuli as a result of the individual's desired behavior, and therefore the likelihood of a recurrence of such behavior in the future. Such as reducing homework for the student due to his academic excellence. (Mahmoud, 2005)

Pavlov believes that reinforcement is the natural exciter that follows the appearance of the neutral exciter, in the theory of learning by questioning requirement it was observed that the dog had been extinguished due to the appearance of the police stunt (bell) without following the natural stimulus (food), which is itself a booster for the dog, the reinforcement of behavior comes before the police response and not after (as Sinkler sees it). (Abdel-Magied 2005: 20)

In The View of Thorndyke, learning in animals and humans is done through attempt and error, and Developed a set of human learning laws, including the law of impact, where this law refers to the state of satisfaction that follows the correct response, and leads to a new learning that lasts and develops with practice, when the learner faces a situation and wants to reach from this position to a certain goal he tries to choose a specific response among a number of different possible responses to achieve his goal. (Nagem, 2001)

Clark Hull points out that enhancement causes the emerging link between the trigger and the response, and learning occurs when responses to certain stimuli are gradually linked so that the associations become stronger with training and with the presence of reinforcement,

and this enhancement leads to the formation and strengthening of habits in the individual. (Anani, 2002: 2)

Direct post-behavior enhancement not only affects the student's behavior but also helps the student to increase his or her educational achievement, and the use of various types of reinforcement is more effective than one pattern (Dar, 2001).

Study problem:

The promotion is one of the topics that has not received sufficient attention among researchers in the Arab environment, despite the importance of this topic and its direct impact on the performance and educational achievement of students, since many aspects of human behavior can be explained in the light of the individual's motivation, since the performance of the individual and his eagerness to carry out certain actions depends on his motivation, and that the difference in his behavior in different situations may be mainly due to his motivation.

Because of the growing interest in the learning process and the raising of the level of educational achievement of students, there is a growing interest in using the principle of reinforcement as one of the teaching skills in order to obtain good student interaction, higher educational achievement and positive behavior, the adoption of reinforcement in teaching helps to succeed the learning process, especially if teachers have skills in using the appropriate booster depending on the student characteristics and educational attitude.

The problem of the study can be summarized with the following two questions:

-What is the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the point of view of parents?

-Is there an impact on the variables (gender, type of work) on the strengthening that parents use on the achievement of primary school students in Palestine and Jordan from the point of view of parents?

Study hypotheses:

-There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) towards the impact of the promotion on the achievement of basic school students in Palestine and Jordan from the point of view of parents due to the variable (gender).

-There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) towards the impact of the promotion on the achievement of basic school students in Palestine and Jordan from the point of view of parents due to a variable (type of work).

The importance of study:

Promotion plays an important role in increasing the educational achievement of the students of the lower basic stage, the basic stage teachers need the skills of promotion based on understanding the nature of the age of the students and the characteristics of their development a lot where the educational process is achieved more easily and faster through the practice of strengthening with students, and the importance of the study stems in the fact that:

-From the few research enthrusing research esthesia and its impact on the achievement of students in basic schools in Palestine and Jordan.

-Identify verbal and non-verbal reinforcement patterns practiced in primary schools.

-To know the opinion of parents of the strengthening used in basic schools.

-The relationship between gender and the type of work of the guardian in his view, and its impact on the achievement of students in basic schools in Palestine and Jordan.

Study objectives:

This study seeks to achieve the following objectives :

-Identify a relationship between promotion and the achievement of students in basic schools in Palestine and Jordan.

-Learn about the attitudes of parents of primary school students in Palestine and Jordan towards the use of reinforcement for their students.

-Know how important it is to strengthen children in school by parents .

Study limits :

Spatial boundaries: basic schools in Palestine and Jordan.

-Temporal limits: the first semester of the school year (2019/2020).

-Human boundaries: parents of primary school students.

Study community:

The study community is made up of parents of primary school students in Palestine and Jordan during the semester of the school year (2019/2020).

Sample study:

The study was conducted on a sample of (205) parents of primary school students in Palestine and Jordan during the semester of the school year (2019/2020), selected in a simple random sample method, and tables (1), (2) showing the distribution of the study sample according to its independent variables.

Table (1) Distribution of the study sample according to variable Gender

Gender	Repetition	Percentage
Male	93	45%
Female	112	55%
Total	205	100%

Table (2) Distribution of the study sample according to variable type of work.

Type of work	Repetition	Percentage
Government employee	41	20%
Private sector employee	96	47%
Private sector employee	44	21%
Unemployed	24	12%
Total	205	100

Curriculum:

The descriptive approach was followed in this study because of its suitability for its nature, as the data are collected and statistical analysis is carried out to extract the required results.

Study tool :

Based on the literature of previous research and studies and the consultation of experts from academics, supervisors and teachers, a questionnaire was built to collect data from the study sample that included four dimensions as in Table 3.

Table (3) the paragraphs of the questionnaire according to the fields of study.

	Fields	No. paragraphs	Paragraphs
1	The first field: physical reinforcement	5	01 -05
2	The second field: Moral reinforcement	5	06 – 10
3	The third field: the importance of	5	11 – 15

	reinforcement		
4	The fourth field: Punishment	5	16 – 20

Believe the tool:

The study tool was presented to a group of specialists from university academics and educational supervisors and recommended its validity after the modifications to it, these modifications were made, and the questionnaire was finalized.

The stability of the tool

To verify the stability of the instrument, the Kronbach Alpha equation was used to extract stability, with a total ratio of 0.88 resolution paragraphs, a stability ratio that confirmed the possibility of using the tool.

Statistical treatment:

After collecting data, the computer data was entered for processing by the Statistical Program for Social Sciences (SPSS), and the percentages and averages were used, weighted arithmetic, T-Test test, one-way anova test, and the Kronbach Alpha equation.

The results of the study and discussion:

First: The results of the first question: What impact does the promotion have on the achievement of primary school students in Palestine and Jordan from the point of view of parents?

In order to answer this question, the arithmetic averages and percentages of each paragraph were used for each area of resolution.

Paragraphs with positive content (5) were given scores for each answer (strongly agree), (4) scores for each answer (ok), (3) scores for each answer (neutral), two for each answer (opponent), one for each answer (strongly opposed), and in order to interpret the results, I adopted the following balance of the percentages of responses:

Table (4) Balance the percentages of responses

Percentage	Degree of responses
Less than 50%	Strongly opposed
Between 50% - 59%	Opponent
Between 60% -69%	Neutral
Between 70% - 79%	OK
From 80% and more	Strongly agree

Tables (5, 6, 7, 8) show the results, and table (9) shows a summary of the results.

1) Results related to the first field (physical reinforcement)

Table (5) Arithmetic averages and percentages for the first field, arranged in descending order according to the average response

Rank	NO.	Paragraph	Average response *	Percentage	Degree of response
1	4	The variety of awards offered to my children provides them with an appropriate educational environment.	3.96	79%	High

2	2	My children are keen to carry out their duties in order to get financial reinforcement.	3.94	79%	High
3	5	Physical reinforcement has nothing to do with my children's academic achievement.	3.92	78%	High
4	3	The use of physical reinforcement raises the academic level of my children.	3.88	78%	High
5	1	Using physical reinforcement contributes to raising my children's education	3.84	77%	High
Total degree			3.91	%78	High

* Maximum paragraph (5) degrees

Table 5 shows that the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the parents' point of view on the field of physical reinforcement was high on all paragraphs, where the percentage was 70%-79%, and the percentage response rate was high in percentage terms (78%).

The researcher attributes the response of the study sample because parents have an interest in strengthening their children and care about the superiority of their children in school, and providing material prizes to their children as a kind of reinforcement, the effect of positive reinforcement in the achievement of their children.

2) Results attributed to the second field (Moral reinforcement)

Table (6) Arithmetic averages and percentages for the second field, arranged in descending order according to the average response

Rank	N0.	Paragraph	Average response *	Percentage	Degree of response
1	6	The use of moral reinforcement is positively linked to my children's achievement.	4.14	83%	Very high
2	7	My children devote their efforts to getting compliments from their teachers.	4.12	82%	Very high
3	8	The use of moral reinforcement increases my children's appetite for learning.	4.10	82%	Very high
4	10	Moral enhancement has nothing to do with my children's academic achievement.	4.04	81%	Very high
5	9	Teachers are keen to diversify their moral reinforcement techniques with my children.	4.00	80%	Very high
Total degree			4.08	82%	Very high

* Maximum paragraph (5) degrees

Table 6 shows that the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the point of view of parents on the field of moral reinforcement was very high on all paragraphs where the percentage was more than (80%), and the percentage response on the overall degree was very high in percentage terms (82%).

The researcher explains the result that the response of the sample study after moral reinforcement was very high because the children seek verbal and moral reinforcement, and for this reason it was found that the fact that the children's access to verbal reinforcement from their teachers led to increased educational achievement and pushed them to progress and do their duties, and for this reason verbal reinforcement had a role in improving the educational achievement of students according to the opinions of the parents.

3) Results attributed to the third field (importance of reinforcement)

Table (7) Arithmetic averages and percentages for the third field, arranged in descending order according to the average response

Rank	No.	Paragraph	Average response *	Percentage	Degree of response
1	15	My children's morale goes up when I use reinforcement constantly.	4.14	83%	Very high
2	11	The more the school uses reinforcements, the more my children want to learn.	4.10	82%	Very high
3	12	The booster helps my children feel safe and comfortable.	4.04	81%	Very high
4	14	Strengthening improves the scientific level of my children.	4.04	81%	Very high
5	13	To enhance the role in the development of my children's personality and the preservation of their dignity.	4.00	%80	Very high
Total degree			4.06	81%	Very high

* Maximum paragraph (5) degrees

Table 7 shows that the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the point of view of parents on the importance of reinforcement was very high on all paragraphs where the percentage was more than (80%), and the percentage response on the overall degree was very high in percentage terms (81%).

The researcher explains the result that reinforcement has a big role in the achievement of children, as the child likes to take care of him by teachers and school administration, and feels happy, and that the student children in general need someone to care about them and interact with them, for this was to enhance the great importance and impact on the achievement of children.

4) Results attributed to the fourth field (Punishment)

Table (7) Arithmetic averages and percentages for the fourth field, arranged in descending order according to the average response

Rank	No.	Paragraph	Average response *	Percentage	Degree of response
1	19	Methods of militancy and punishment are imposed on my children.	4.26	85%	Very high

2	20	The use of sanctions from teachers negatively affects the classroom participation of my children.	4.16	83%	Very high
3	17	It is necessary to resort to some punishments when the bad behavior of my children.	4.14	83%	Very high
4	18	The method of beating negatively affects the achievement of my children.	4.08	82%	Very high
5	16	The method of reprimand generates a lack of trust in the teacher and the subjects of my children.	4.06	81%	Very high
Total degree			4.14	83%	Very high

* Maximum paragraph (5) degrees

Table 8 shows that the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the point of view of parents on the field of punishment was very high on all paragraphs where the percentage was more than (80%), and the percentage response on the overall degree was very high in percentage terms (83%).

The researcher explains the reason for this result that strengthening children helps their success and superiority, and that strengthening in a timely manner has a great impact on the lives and progress of children and improve their level of study.

Summary of results and order of dimensions and overall degree of responses:

Table (9) Arithmetic averages, percentages of dimensions, and total score of responses, arranged in descending order according to the mean of the response

Rank	N0.	Paragraph	Average response *	Percent age	Degree of response
1	4	Fourth field: Punishment	4.14	83%	Very high
2	2	Second field: Moral reinforcement	4.08	82%	Very high
3	3	Third field: Importance of reinforcement	4.06	81%	Very high
4	1	First field: Physical reinforcement	3.91	78%	Very high
Total degree			4.05	%81	Very high

* Maximum paragraph (5) degrees

From Table 9, the impact of the promotion on the achievement of primary school students in Palestine and Jordan from the point of view of parents was very high in the second, third and fourth areas, where it was more than (80%) It was high on the first area, where it was 78 percent. The percentage response to the overall degree was very high in terms of percentage (81%).

Second: The results of the second question: Is there an impact of the variables (gender, type of work) on the strengthening that parents use on the achievement of basic school students in Palestine and Jordan from the point of view of parents?

This question relates to the study hypotheses, tables (10) and (11) the results of their examination.

The results of the examination of the first hypothesis, which read: There are no statistically significant differences at the level of indication ($\alpha \leq 0.05$) towards the impact of

reinforcement on the achievement of basic school students in Palestine and Jordan from the point of view of parents due to the variable (gender).

To examine the hypothesis, the Test (T) and Table 10 were used to show the results.

Table (10) Test (T) results depending on the gender variable

#	Field	Gender	Average arithmetic	Deviation	T	Indication level*
1	First field: Physical reinforcement	Male	3.8545	.52074	-.648-	.520
		Female	3.9500	.51244		
2	Second field: Moral reinforcement	Male	4.0818	.24424	.034	.973
		Female	4.0786	.42283		
3	Third field: Importance of reinforcement	Male	4.0857	.32400	-.650-	.519
		Female	4.1364	.37739		
4	Fourth field: Punishment	Male	4.1429	.51021	-.052-	.959
		Female	4.0273	.26037		
Total degree		Male	4.0412	.37239	-.2053	.682
		Female	4.0481	.52074		

*Statistical significance at the indication level (0.05)

From table 10 there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the promotion used by parents on the achievement of basic school students in Palestine and Jordan from the point of view of parents attributable to the change (gender) at the overall degree and in all dimensions where the level of indication of values (T) on them is greater than (0.05) and thus accepts the zero hypothesis .

This is due to the high percentage of awareness among parents about the importance of strengthening children from school, the extent to which it affects the achievement of students and their personalities and behavior and how they feel happy and happy.

The results of the examination of the second hypothesis, which read: There are no statistically significant differences at the level of indication ($\alpha \leq 0.05$) towards the impact of reinforcement on the achievement of students of basic schools in Palestine and Jordan from the point of view of parents attributable the variable (type of work).

To examine the hypothesis, use a single contrast analysis (ANOVA) and table (11) showing the results

Table (11) The result of the analysis of the monotheistic variation to indicate the differences in the impact of the promotion on the achievement of students in basic schools in Palestine and Jordan from the point of view of parents due to the change in the type of work

Fields	Source of variance	Total deviation squares	Degrees of freedom	Average squares	Value (F)	Indication of level*
Physical	Between	.500	3	.167	.619	.606

reinforcement	groups					
	Within groups	12.396	46	.269		
	Total	12.897	49			
Moral reinforcement	Between groups	.135	3	.045	.348	.791
	Within groups	5.945	46	.129		
	Total	6.080	49			
Importance of reinforcement	Between groups	.007	3	.002	.030	.993
	Within groups	3.788	46	.082		
	Total	3.795	49			
Punishment	Between groups	1.173	3	.391	2.032	.122
	Within groups	8.847	46	.192		
	Total	10.020	49			
Total degree	Between groups	.154	3	.051	.469	.705
	Within groups	5.031	46	.109		
	Total	5.185	49			

From table 11 there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the impact of the promotion on the achievement of basic school students in Palestine and Jordan from the point of view of parents attributable to the change (type of work) on all dimensions and the total degree where the level of significance of the values (P) on them is greater than (0.05) and thus accepts the zero hypothesis.

The researcher explains this finding that parents are interested in raising the educational achievement of their children and making them happy with the use of reinforcement.

Recommendations:

After discussing the results of the study and identifying its interlocutors, the researcher only recommended several recommendations based on the findings:

- Similar studies on the impact of promotion on students should be conducted from the point of view of the students themselves.
- The need to hold seminars for parents on the importance of using reinforcement with children to become an approach in both school and home.
- Inform the parents about the best methods, methods that make promotion effective and achieve its desired goals.
- Interest in reinforcement (material and moral)
- The interest is to have the booster at the same time.

References:

- Alhela, Muhammad. (2005). Educational games and production techniques. Psychology, education and practice, Al-Sahar Publishing, Distribution and Printing House, Amman.
- Dar, Mr. Ibrahim (2001). The impact of the use of educational games in the teaching of science on the development of cooperative trends among fifth-grade primary students from the basic education stage, unpublished master's thesis, Faculty of Education, Damascus University .
- Shehada, Fida Khaled (2014). The impact of the use of educational games on the achievement of fourth-grade students in mathematics at Ramallah Public Schools, Unpublished Graduation Project, Al Quds Open University, Ramallah, Palestine.
- Dhawi, Bayoumi (2001). Resistance Education and Education Systems, I2 (Egyptian Renaissance Library and Arab Thought House: Cairo.
- Abdelkader, Safia (2009). Educational dialogue with child punishment, Institute for Educational Research, Egypt.
- Abdul Majid, Jamil Tarek (2005). Promoting Children's Environmental Materials, Safaa Publishing and Distribution House, I1, Amman
- Anani, Hanan (2002). Child Cognitive and Linguistic Development, i1 (House of Thought, Publishing and Distribution, Amman(
- Mahmoud, Ibrahim Wajih (2005). Learning, theories and its applications, University Knowledge, Alexandria, Egypt.
- Nagem, Khamees. (2001). The impact of the use of reinforcement in students in the seventh grade on both their mathematics education and their attitudes towards mathematics, an unpublished master's thesis. University of Jordan. Amman, Jordan