



## Behaviourism in School & Colleges

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### ABSTRACT

*Behaviourism theory was most important in school level & College Level. It is psychological theory that gave idea to teacher and students also how to behave in critical situation in classroom as well as in atmosphere of school and colleges. It is very important to understand the things so anybody can understand the value of education and behaviourism. So, Psychology is the subject that understands by any teacher in teacher degree compulsory to fulfilment of teacher's carrier. Here gave some ideas and thoughts of behaviourism for understanding of the behaviourism of School & Colleges.*

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### Introduction

#### For Teachers

According to Behaviourists the main objective of a teacher is to provide the correct stimuli to shape or condition the students into the desired end product. In layman terms the teacher provides the necessary inputs to get the desired output. Teachers are possessors of knowledge and it is their responsibility to impart facts and desired behaviours to students. Teachers control student behaviour and learning with stimulus control via evaluation, repetition, and reinforcement techniques.

First a teacher must set a clear quantitative learning objective/goal. In order to reach that goal the teacher must evaluate the students to determine a starting point for instruction. This might take the form of a test to determine what students already know. Once a goal has been set, reaching that goal must be broken down into small steps or stages. Each step or stage should be accompanied by repetition in the form of drill and practice, evaluation and reinforcement. Drill and practice with continuous reinforcement is necessary per the law of exercise, which states the more a stimulus response bond is practiced and feedback is provided the stronger it becomes. Inherent in this law then is the necessity for constant teacher feedback to student behaviour and demonstration of acquired knowledge. Reinforcement should serve as a motivational tool. Once a skill is mastered reinforcement should be reduced to a variable.

For example once a math skill is mastered instead of covering that skill on every test, it should be thrown into the mix intermittently. The reinforcement in this case is the grade the student receives on the test.

Manifestations of reinforcement take several forms. In the case of the math skill example above if the student studied the new skill and practiced they will hopefully receive a good grade, which reinforces their study habits. The opposite type of reinforcement is punishment. Punishment entails penalizing a student for their behaviour by taking away some privilege like recess. Punishment creates a negative association for the student with that behaviour thereby reducing the likelihood of its recurrence. A third type of reinforcement is extinction or non-reinforcement, which holds that responses that are not reinforced are not likely to be repeated. In other words, if a student interrupts without raising a hand the teacher should ignore the student's comments or questions until the student follows the correct protocol.

### **For Students**

Behaviourism places students in a secondary role in the learning process. Behaviourists portray students as responders rather than actors. The student responds to stimuli and if their response is not the desired response it is the role of the teacher to provide feedback that will discourage such responses in the future or reprogram the students with a different response to the stimuli. Perhaps, one could argue it is the student's job to practice skills and behaviours but taking behaviourism at its purest form it is the teacher or parents who ultimately decide whether students will do the practice or work necessary to learn a new

skill or behaviour based on the stimuli and reinforcement they provide. If students learn all behaviours from stimuli and consequences, then teachers and parents must provide them with the right reinforcement or consequences to promote or motivate the students to study.

### **Behaviourist Assumptions about Students:**

- Everything a student does from thinking to feeling to acting should be regarded solely a behaviour, the mind plays no role.
- Behaviour can be controlled simply by reinforced teaching of proper behaviours via the Stimulus, Response, and Reinforcement (S-R-R) process.

### **Examples in Action**

Behaviour for Learning/, a website project of the British Training and Development Agency for Schools, aims at helping new teachers promote positive behaviour in their classrooms. It offers a wide selection of videos depicting likely scenarios at school. Many videos include discussion and reflection about teachers' and students' behaviours. In this video, teachers discuss the importance of setting a routine, making rules, and learning about consequences.

### **Operant Conditioning:**

#### ***Positive reinforcement***

- Teacher smiles after a good answer.
- Teacher praises student for good work.
- Teacher chooses student to work on a special project.
- Teacher tells parents how well student is doing.

#### ***Negative Reinforcement***

- Teacher makes assignment optional if student reaches specified level of proficiency.
- Teacher drops worst assignment score as long as all other assignments are completed satisfactorily.
- Teacher allows student to skip homework if student has perfect attendance.

#### ***Punishment***

- Guidelines for effective punishment.

- Care should be taken to make sure the consequences of the punishment are not pleasing to the child.
- Care should be taken to find a balance between punishments that is too light and too heavy--enough to deter but not so much that it breeds ongoing bitterness.
- Care should be taken to issue threat of punishment before it is actually dispensed because punishment will most often discourage behaviour when person is aware that behaviour will bring punishment, when the person is made aware of what the punishment will be, and when the person is aware that punishment is in all likelihood going to be happen according to the warning.
- Care should be taken to define unacceptable, punishable behaviour, as clearly as possible and in concrete language whenever possible.
- Care should be taken to dispense punishment consistently and not only on occasion.
- Care should be taken to alter learning space so that temptation to misbehave is lessened or removed, i.e., students sitting with some distance between them during an exam.
- Care should be taken to present and encourage--reinforce--behaviour that is more appropriate than problematic behaviour.
- Care should be taken to administer punishment as quickly as possible after problematic behaviour occurs; when delayed punishment's effectiveness drops off steeply.
- Care should be taken to explain why certain behaviour is problematic.
- Care should be taken to not employ punishments that have been shown to be usually ineffective in the past.
- Care should be taken to use punishment economically; at some point if used too often rewards diminish and animosity and estrangement set in.

## **References**

1. <https://en.wikipedia.org/wiki/Behavior>
2. <https://en.wikipedia.org/wiki/Behaviorism>