REINFORCEMENT SENSITIVITY OF STUDENTS: BASIS FOR INTERVENTION ADVOCACY PROGRAM

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Abstract: **This research determined the level of reinforcement sensitivity of students. It utilized the non-experimental quantitative research design utilizing the descriptive technique, and included 100 students in San Miguel Elementary School, Digos City Division, Department of Education, Philippines. This study was conducted during second semester of school year 2017-2018. Utilizing mean, results showed the following: overall level of reinforcement sensitivity of student is high; high level of reward-interest; high level of goal-drive persistence; very high level of reward reactivity; and very high level of impulsivity. An advocacy program which will focus on strengthening the reinforcement sensitivity may be designed in order to address the concern of the students in terms of their motivation, emotion, and personality as well as in the areas of reward-interest and goal-drive persistence as components of reinforcement sensitivity.**

Keywords: **Reinforcement Sensitivity of Students, Basic Research, Department of Education, Digos City Division, Philippines.**

1. INTRODUCTION

Students need to have a desirable sense of reinforcement sensitivity in order to stay motivated to learn. Apparently, the more students are able to find interest academically, the better they perform in school which will eventually help them strengthen their attention towards scholastic activities. However, as the learning landscape has brought challenges to students, they become unmotivated to respond favorably and teachers are in dilemma finding the best strategy to keep students interested in school activities (Mastropieri and Scruggs, (2010).

Teachers find ways to help students increase their reinforcement sensitivity to perform better in classes knowing that that they have students who lack interest in school as manifested by frequent absenteeism and tardiness. Similarly, these students do not submit assignments and projects as requirement. As a result, the academic performance of these students is low and they become the regular subject for remediation (Dunleavy and Milton, 2009).

On the other hand, teachers regularly work to connect their students to school and to learning knowing that learning engagement is fundamental to both school and student success. However, teachers grumble over students' lack of participation in the class activities like that of doing Science experiments. On the other hand, some students show poor interest in class discussion and do not ask questions about the topic. Added to this, in most often, students do not submit journals and not even seen participating in a group work activities (Clark, Moran, Skolnik, and Trick, 2009).

Today, the researcher has rarely come across with a study of reinforcement sensitivity in the local context that it prompted the researcher to conduct a study on the subject with a hope that the result of the research will help improve students in addressing their issues in motivation, emotion, and personality as major components of reinforcement sensitivity that greatly affect students' learning outcome.

2. METHODOLOGY

This study utilized the non-experimental quantitative research design utilizing descriptive technique. This study employed the descriptive method to determine the reinforcement sensitivity of grade six pupils. Descriptive method research is a measure of variable with varying level of measurement. According to Johnson (2012) this research is appropriate when researcher would like to make an intervention program based on the data generated from the study to improve the quality and standard of the mentioned indicators in the variable of the study. In this study, the reinforcement sensitivity of grade six pupils was described.

3. RESULTS

Level of Reinforcement Sensitivity of Students

The level of reinforcement sensitivity of students has an overall mean score of 4.11 and a standard deviation of 0.411 with a descriptive equivalent of high indicating that most of the provision relating to reinforcement sensitivity of students embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, Reward Reactivity obtained the highest mean of 4.33 with a descriptive level of very high; Impulsivity, 4.23 with a descriptive level of very high; Goal Drive-Persistence, 4.02 with a descriptive level of high; and Reward Interest, 3.89 with a descriptive level of high.

Level of Reinforcement Sensitivity of Students in terms of Reward Interest

The level of reinforcement sensitivity of students in terms of reward interest has an overall mean of 3.89 with a descriptive equivalent of high indicating that all enumerated indicators were sometimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated strands, I regularly try new activities just to see if I enjoy them ranked the highest, with a mean score of 4.11 or high. As presented in the appended Table 1.1, the mean ratings of the following items under this indicator from highest to lowest are as follows, I take a great deal of interest in hobbies, 4.02; I'm always finding new and interesting things to do, 3.84; and I get carried away by new projects, 3.59.

Level of Reinforcement Sensitivity of Students in terms of Goal-Drive Persistence

The level of reinforcement sensitivity of students in terms of goal-drive persistence has an overall mean of 4.02 with a descriptive equivalent of high indicating that all enumerated indicators were sometimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated strands, I'm motivated to be successful in my personal life, ranked the highest, with a mean score of 4.12 or high. As presented in the appended Table 1.2, the mean ratings of the following items under this indicator from highest to lowest are as follows, I often overcome hurdles to achieve my ambitions, 4.08; I put in a big effort to accomplish important goals in my life, 4.05; and I feel driven to succeed in my chosen career, 3.85.

Level of Reinforcement Sensitivity of Students in terms of Reward Reactivity

The level of reinforcement sensitivity of students in terms of reward reactivity has an overall mean of 4.33 with a descriptive equivalent of high indicating that all enumerated indicators were sometimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated strands, Sometimes even little things in life can give me great pleasure, ranked the highest, with a mean score of 4.50 or very high. As presented in the appended Table 1.3, the mean ratings of the following items under this indicator from highest to lowest are as follows, I am especially sensitive to reward, 4.34; Good news makes me feel overjoyed, 4.23; and I love winning competitions, 4.15.

Level of Reinforcement Sensitivity of Students in terms of Impulsivity

The level of reinforcement sensitivity of students in terms of impulsivity has an overall mean of 4.23 with a descriptive equivalent of very high indicating that all enumerated indicators were sometimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated strands, I think I should 'stop and think' more instead of jumping into things too quickly, ranked the highest, with a mean score of 4.42 or very high. As presented in the appended Table 1.4, the mean ratings of the following items under this indicator from highest to lowest are as follows, I sometimes cannot stop myself talking when I know I should keep my mouth closed, 4.31; I often do risky things without thinking of the consequences, 4.13; and I find myself doing things on the spur of the moment, 4.13.

4. CONCLUSION

The overall level of reinforcement sensitivity of students is high. This is obtained from the high level of reward-interest, high level of goal-drive persistence, very high level of reward reactivity, and very high level of impulsivity.

5. RECOMMENDATION

The following recommendations were drawn based on the results of the study. Generally, the study found a high level of reinforcement sensitivity of students. The researcher recommends that an advocacy program which will focus on the implications of the results of the study may be designed in order to address the concern of the students in terms of their motivation, emotion, and personality as well as in the areas of reward-interest and goal-drive persistence as components of reinforcement sensitivity of the students.

The level of reward-interest of students is high. Based on the results, the researcher recommends that teachers may utilize interactive group activities that will help increase the level of students' engagement and may encourage students to be involved in the different support group and academic interest in school.

This study revealed a high level of goal-drive persistence. The researcher therefore recommends that teachers may communicate well the importance of having a strong motivation towards tasks in order to succeed in the activities despite delayed gratification of reward for accomplished tasks in school.

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