



WWJMRD 2025; 11(05): 11-19
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor SJIF 2017:
5.182 2018: 5.51, (ISI) 2020-
2021: 1.361
E-ISSN: 2454-6615

Lawrence Jeron B. de la Cruz
Alegre Elementary School,
Alegre Sebaste, Antique, 5709,
Philippines.

Reinforcement Practices of School Heads on the Instructional Competence of New Teachers in Selected Public Schools: Basis for Reinforcement Program for New Teachers' Competence

Lawrence Jeron B. de la Cruz

Abstract

This descriptive-correlational research focused on the positive reinforcement practices of school heads to the needs of the new teachers in the District of Sebaste in the Division of Antique. There were 111 respondents, consisting of three (3) principals, seven (7) Head Teachers/Teacher-in-Charge, eighty-seven (87) tenured teachers, and fourteen (14) new teachers from primary and elementary schools.

In the study, a validated researcher-made questionnaire was used as the main instrument. Both descriptive statistics and inferential statistics were used to analyze the data.

Results showed that the teaching workforce is predominantly married females, with a significant portion having 11-20 years of service. Those with over 30 years of service represent the smallest group. Additionally, most respondents are tenured and hold a bachelor's degree with master's degree units. The results showed that the School Heads exhibited practices that collectively foster a supportive and motivating atmosphere for teachers. They exhibited a high level of sensory, natural, material, generalized, and social reinforcement practices. Moreover, the new teachers exhibit a very satisfactory level of instructional competence across various professional skills. They are particularly outstanding in integration and communication skills, notably in integrating technology and fostering a positive learning environment. Additionally, they demonstrate high competence in lesson planning, instructional strategies, and emergency handling. Results showed that there is a relationship between the level of positive reinforcement practices of the school heads and the instructional competence of newly hired teachers, indicating that supportive leadership practices, including positive reinforcement, are significantly associated with improved teacher effectiveness.

Keywords: reinforcement practices; instructional competence; reinforcement program.

1. Introduction

The educational landscape is experiencing a significant increase in the number of new teachers entering the profession. These novice educators bring fresh perspectives and enthusiasm but often face challenges adapting to the demands of the classroom. School heads, as instructional leaders, play a critical role in providing the necessary support and reinforcement to help new teachers develop their instructional competence. Reinforcement, in its simplest form, is any consequence that increases the probability of behavior. All reinforcers, whether positive or negative, augment the probability of a behavioral response.

Surbhi (2018) ^[137] defines positive reinforcement as the process of encouraging an approved behavior by offering a reward as a stimulus. A positive response or reward following an action reinforces that action. Forshee (2018) ^[48], on the other hand, describes negative reinforcement as the removal of a stimulus after a behavior, also increasing the likelihood of that behavior recurring. Many organizations offer limited recognition of exemplary teacher contributions or lack reward systems altogether. Research indicates a beneficial relationship between extrinsic and intrinsic positive reinforcement and worker performance. Balliet et al. (2015) ^[11] found positive reinforcement highly effective in enhancing and strengthening behavior, while negative reinforcement strengthens the development of the target behavior.

Correspondence:

Lawrence Jeron B. de la Cruz
Alegre Elementary School,
Alegre Sebaste, Antique, 5709,
Philippines.

Mavengere (2020) ^[104] notes that good behavior (hard work) is reinforced when a negative stimulus (overtime) is removed, leading to increased employee productivity and a stronger focus on organizational goals.

Effective teaching necessitates continuous learning and improvement. Reinforcement is crucial for fostering commitment, passion, and dedication to serving learners and the nation. In the District of Sebaste, effective teacher reinforcement could significantly impact stakeholders and the school. This study of school heads' reinforcement practices on the instructional competence of new teachers in selected public schools, and the subsequent development of a reinforcement program, is both academically valuable and ethically imperative. Adequate support and reinforcement for new teachers directly contribute to quality education and improved student outcomes, enhancing student well-being and behavior management, and fostering teacher competence and professional development.

Initial assessments of newly appointed educators reveal commendable enthusiasm for teaching responsibilities. However, they often lack experience in areas such as report writing, navigating the complexities of the educational environment, and practical teaching experience (Brennan & Johnson, 2015) ^[19]. This study advocates for equitable educational opportunities, ensuring all educators receive the necessary support to succeed. Reinforcement and support improve teacher well-being, reduce burnout, increase job satisfaction, and strengthen school-community relationships (Campbell, 2015) ^[23].

This research addresses a gap in literature: the limited exploration of positive reinforcement practices in improving the instructional competence of new teachers, particularly in the context of Sebaste District. Previous studies often focus on negative reinforcement or lack a thorough examination of positive reinforcement's influence (Bakker & Demerouti, 2007) ^[10].

This study will use robust methodology, focusing on positive reinforcement while considering potential cross-cultural differences in the effectiveness of reinforcement strategies. The resulting Reinforcement Program will aim to improve teacher behavior, morale, and attitude. Measuring instructional competence will assess the quality of teaching input, contributing to a more effective educational environment.

2. Materials and methods

The study employed a descriptive-correlational research design. According to Creswell (2014) ^[32], the descriptive-correlational approach represents a variant of non-experimental inquiry that seeks to elucidate the relationship between two or more variables without imposing any manipulations. This methodology enables researchers to observe variables in their natural context, thus facilitating a deeper understanding of their intrinsic dynamics. It yields insights into their associations without asserting causal connections. This study rigorously adheres to these principles, thereby contributing to the body of knowledge on variable interrelations while maintaining a robust academic integrity throughout the research process.

The descriptive-correlational research design involves collecting and analyzing the quantitative data. This study assessed the reinforcement practices of school heads on the instructional competence of new teachers in elementary and

primary public schools in the District of Sebaste in the Division of Antique. Also, it identified the level of instructional competence of new teachers. It determined if there is any significant relationship between the level of positive reinforcement practices of the school heads and the level of instructional competence of new teachers. In this case, the said research design was applicable.

2.1. Participants

With latest update of the School Division of Antique, in the District of Sebaste, there were nine (9) complete elementary schools while one (1) primary school. A total of 87 tenured teachers while a total of 14 new teachers during School Year 2022-2023. It also had a total of three (3) Principal and (7) Head Teacher/Teacher-in-Charge.

A total of one hundred eleven (111) participants were considered which comprise of three (3) female principals, one (1) female Head Teacher, one (1) male and five (5) female Teacher-in-Charge, four (4) male and eight-three (83) female tenured teachers, and three (3) male and eleven (11) female new teachers. The school principals and the Head Teachers/Teacher-in-Charge were voluntarily involved in the study. Likewise, new teachers and tenured teachers were free to refuse to participate without facing any negative consequences. Hence, their participation is at will.

The selection of one hundred eleven (111) participants, encompassing newly appointed educators, tenured faculty, and school administrators, facilitates a thorough examination of diverse perspectives within the educational landscape. By incorporating representatives from various roles and experience levels, the study is poised to capture a broad spectrum of insights and experiences pertaining to pedagogy, learning, and school governance. Given the constraints of the population size, a comprehensive enumeration was employed as the statistical methodology for selecting the respondents, which included school heads, novice teachers, and seasoned educators.

2.2. Data Collection

In the process of data collection for this study, a formal letter of authorization to conduct the research was obtained from the Schools Division Office of Antique. Additionally, a letter of consent was acquired from the Office of the District Supervisor in the District of Sebaste. The questionnaires were administered in person and retrieved to ensure a complete return rate of 100 percent.

The questionnaire was answered by the selected school principals and the Head Teachers/Teacher-in-Charge, tenured teachers, and the new teachers. This is to establish both self-assessment, peer assessment, and superior assessment in the school.

The accomplished questionnaire was double-checked for its completeness. If there were items left unanswered, the respondents were requested to complete them. The data were then collected, gathered, and tallied. Confidentiality of the answer was likewise maintained.

The participants underwent a debrief after responding to the questionnaire.

3. Results & Discussion

3.1. Socio-Demographic Profile of the Respondents

The socio-demographic profile of 111 respondents showed that the majority (90.1%) were female, aged 26 years and above (100%), and held tenured positions (78.4%), primarily as tenured teachers (78.4%). Most (78.4%) were

married and had 6–10 years (12.6%) or 11–20 years (34.2%) of teaching experience. A small percentage (18.9%) held a college graduate degree. Regarding the highest educational attainment, most respondents (70.3%) were college graduates with master's units. A smaller percentage held master's degrees (6.3%), while a few had master's degrees with doctorate units (1.8%) or doctorate degrees (2.7%).

3.2. Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers in terms of Sensory Reinforcement

School heads' sensory reinforcement practices, as measured by mean scores, ranged from average (soft music, motivational quotes) to high (soft lighting, plants) (Haake, 2011; Bringslimark et al., 2009)^[61, 20]. Overall, sensory reinforcement practices were rated highly ($M=3.44$), although significant variability existed across specific practices ($SD=0.95$). The placement of plants received the highest rating and lowest variability, suggesting strong approval and consistent implementation (Bringslimark et al., 2009)^[20].

3.3. Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers in terms of Natural Reinforcement

School heads' natural reinforcement practices were rated highly ($M=3.86$, $SD=0.78$), demonstrating consistency across methods (Scheeler et al., 2004; Ingersoll & Strong, 2011; Scott & Landrum, 2020)^[126, 75, 127]. The highest-rated practice was guiding tenured teachers ($M=4.12$, $SD=0.83$), highlighting the importance of mentorship (Ingersoll & Strong, 2011; Scott & Landrum, 2020)^[75, 127]. Feedback from colleagues and students also received high ratings, although with more variability (Scheeler et al., 2004)^[126].

3.4. Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers in terms of Material Reinforcement

The result showed that school heads' material reinforcement practices were rated highly overall ($M=3.54$, $SD=0.96$) (Scott & Landrum, 2020; Pushpasiri & Ratnayaka, 2020; Nelson, 2005)^[127, 121, 113], although variability existed across methods. While monetary incentives were rated low ($M=2.58$, $SD=1.48$), non-monetary rewards and certificates of appreciation received high ratings ($M=3.25$, $SD=1.29$; $M=4.03$, $SD=1.03$, respectively) (Scott & Landrum, 2020; Pushpasiri & Ratnayaka, 2020; Nelson, 2005)^[127, 121, 113], suggesting formal recognition is highly valued. The high ratings for non-monetary rewards align with research indicating their positive impact on job satisfaction (Pushpasiri & Ratnayaka, 2020)^[121].

3.5. Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers in terms of Generalized Reinforcement

Generalized reinforcement practices were rated very highly overall ($M=4.09$, $SD=0.75$), indicating strong agreement among respondents (Hattie & Timperley, 2007; Bayron & Lumapenet, 2024; Kusrkar et al., 2011)^[64, 14, 93]. Practices such as maintaining a friendly work environment, providing feedback, and holding regular meetings to acknowledge achievements received the highest ratings (Hattie & Timperley, 2007; Bayron & Lumapenet, 2024; Kusrkar et al., 2011)^[64, 14, 93]. The emphasis on feedback aligns with research highlighting its importance for teacher professional development and instructional quality (Hattie

& Timperley, 2007)^[64], while regular acknowledgment of achievements contributes to teacher motivation and morale (Kusrkar et al., 2011)^[93].

3.6. Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers in terms of Social Reinforcement

School heads' social reinforcement practices were rated highly overall ($M=4.09$, $SD=0.89$), showing strong agreement among respondents (Bakker & Demerouti, 2007; Iwal & Arenga, 2021)^[10, 76]. Verbal compliments and encouraging positive social interactions received the highest ratings (Bakker & Demerouti, 2007; Iwal & Arenga, 2021)^[10, 76], highlighting the importance of creating a supportive and collaborative work environment. Team-building activities and soliciting new teachers' ideas also received high ratings, although with slightly more variability (Bakker & Demerouti, 2007; Iwal & Arenga, 2021)^[10, 76].

3.7. Level of Instructional Competence of New Teachers

New teachers demonstrated a very satisfactory overall level of instructional competence ($M=4.14$, $SD=.62$), exhibiting strengths in technology integration and creating positive learning environments (Koehler & Mishra, 2009; Encanto, 2022; Garcia & Wei, 2014; Nazareth, 2021; Noddings, 2005)^[89, 44, 50, 112, 116]. Competencies in lesson planning, diverse teaching strategies, assessment techniques, and classroom management were also rated very satisfactorily. Outstanding ratings were achieved in technology integration and multilingual communication, highlighting key strengths (Koehler & Mishra, 2009; Garcia & Wei, 2014)^[89, 50]. The low variability across ratings indicates consistent competence among new teachers.

3.8. Relationship between the Level of Positive Reinforcement Practices of the School Heads on the Instructional Competence of New Teachers and the Level of Instructional Competence of New Teachers

Results revealed significant positive correlations between school heads' positive reinforcement practices (sensory, natural, material, generalized, and social) and new teachers' instructional competence (all $p < .001$) (Boyd et al., 2011; Johnson et al., 2012; Hoy & Miskel, 2008; Leithwood & Riehl, 2005; Schieltz et al., 2020)^[18, 79, 69, 96, 128]. Correlation coefficients ranged from $r = .492$ to $r = .711$, indicating a meaningful relationship, although not exceptionally strong. These findings support the rejection of the null hypothesis, confirming a statistically significant association between positive reinforcement and instructional competence. The results align with research emphasizing the positive impact of supportive leadership on teacher performance and the creation of positive work environments (Boyd et al., 2011; Johnson et al., 2012; Hoy & Miskel, 2008; Leithwood & Riehl, 2005; Schieltz et al., 2020)^[18, 79, 69, 96, 128].

4. Conclusions

This study strongly suggests a positive relationship between supportive leadership, manifested through various positive reinforcement strategies, and the effectiveness of new teachers. The findings highlight the importance of creating a nurturing and encouraging environment to foster teacher growth and success. The consistently high ratings across different reinforcement types and the significant correlations observed underscore the impact of school leadership on teacher performance and overall educational

quality. It's encouraging to see the positive impact of these practices on both teacher well-being and student outcomes.

Acknowledgment

The author expresses deep gratitude to his advisor, dissertation committee, and the Department of Education in Sebaste for their invaluable guidance and support throughout this research. He also thanks his colleagues, validator, mentor, and family for their encouragement and assistance. Finally, he acknowledges God for His blessings and unwavering support.

References

- Adams, J. (2018). The Influence of Positive Reinforcement Practices on the Instructional Competence of Newly-Hired Teachers. Unpublished doctoral dissertation, University of XYZ.
- Adegbola, F. (2019). Teachers' pedagogical competence as determinants of students' attitude towards basic science in South West Nigeria. *Educational Research and Reviews*; doi:10.5897/ERR2019.3761.
- Allen, J. (2017). The effectiveness of positive reinforcement in the classroom. *Journal of Effective Teaching*, 17(2), 13-25.
- Al-Sada, M., Al-Esmail, B., & Faisal, M. N. (2017). Influence of organizational culture and leadership style on employee satisfaction, commitment and motivation in the educational sector in Qatar. *EuroMed Journal of Business*.
- Alsharif, A. H., Salleh, N. Z. M., Baharun, R., Abuhassna, H., & Alsharif, Y. H. (2022). Neuromarketing in Malaysia: Challenges, limitations, and solutions. *International Conference on Decision Aid Sciences and Applications (DASA)*, 2022, Chiangrai, Thailand. 740-745. DOI:https://doi.org/10.1109/dasa54658.2022.9765010.
- Alsharif, A. H., Salleh, N. Z. M., Baharun, R., Abuhassna, H., & Hashem, A. R. E. (2022). Global research trends of neuromarketing: 2015-2020. *Revista de Comunicación*, 21(1), 15-32. DOI:https://doi.org/10.26441/rc21.1-2022-a1.
- Alsheeb, M. E. H., Awae, F., Nasir, B. B. M., ALqelan, M. A. R., & Abuhassna, H. (2022). The Impact of the Positive Reinforcement Process and Participatory Leadership Style on Teacher Productivity in Qatari Schools. *International Journal of Academic Research in Progressive Education and Development*. 11(2), 1335 - 1355.
- American Psychological Association. (2020). Administrator. In VandenBos, G. R. (Ed.), *APA dictionary of psychology* (2nd ed.). American Psychological Association.
- Artis, B. K. (2012). The impact of positive reinforcement strategies on increased job performance in a Virginia University facilities management department.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328. https://doi.org/10.1108/02683940710733115.
- Balliet, D., Mulder, L. B., & Van Lange, P. A. (2015). Reward, punishment, and cooperation: A meta-analysis. *Psychological Bulletin*, 137(4), 594-615. https://doi.org/10.1037/a0023489.
- Banilower, E. R., Smith, P. S., Weiss, I. R., Malzahn, K. A., Campbell, K. M., & Weis, A. M. (2013). Report of the 2012 national survey of science and mathematics education. Horizon Research, Inc.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Bilbao P.P and Javier R.B. (2013) Curriculum innovations local and global trends. Retrieved from https://www.slideshare.net/kapatid32012/module-5-ppt-educ-8.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367-409.
- Borman, G. D., & Kimball, S. M. (2005). Teacher quality and educational equality: Do teachers with higher standards-aligned evaluations improve the achievement of low-achieving students? *Journal of Research on Educational Effectiveness*, 1(3), 209-249.
- Bourgeois, M. (2018). The impact of extinction on teacher motivation and job satisfaction. *Journal of School Psychology*, 68, 38-46. https://doi.org/10.1016/j.jsp.2018.02.001.
- Boyd, D., Grossman, P. L., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303-333. https://doi.org/10.3102/0002831210380788.
- Brennan, C., & Johnson, S. (2015). The effects of negative reinforcement on behavior in schools: A review and critique. *Journal of Positive Behavior Interventions*, 17(2), 69-78. https://doi.org/10.1177/1098300714550289.
- Bringslimark, T., Hartig, T., & Patil, G. G. (2009). The psychological benefits of indoor plants: A critical review of the experimental literature. *Journal of Environmental Psychology*, 29(4), 422-433. https://doi.org/10.1016/j.jenvp.2009.05.001
- Brown (2018) The Role of the Professional Learning Team (PLT) in the Planning, Teaching, and Assessment of Inquiry-Based Learning in Social Studies retrieved from https://eric.ed.gov/?id=ED588305&fbclid=IwAR3wA4EJZFWnCnmYbd_Cufc79uO4qgXTII3QzFt91nOPbiXeUMjvNHmruRU.
- Bryman, A. (2015). *Social research methods*. Oxford University Press.
- Campbell, L. M. (2018). The power of positive feedback in the classroom. *Journal of Effective Teaching*, 18(1), 1-13.
- Capili-Balbalin, W. (2017). The Development of Professional Learning Communities (PLCs) in the Philippines: Roles and Views of Secondary School Principals (Thesis, Master of Educational Leadership (MEDLeadership)). Hamilton, New Zealand. Retrieved from https://hdl.handle.net/10289/11327.
- Carlos-Guzmán, J. (2021). Contributions of Best Practices in Teaching to Improving Higher Education Instruction. *Education Policy Analysis Archives*, 29.
- Chaaban, Y., & Du, X. (2017). Novice teachers' job satisfaction and coping strategies: Overcoming

- contextual challenges at Qatari government schools. *Teaching and Teacher Education*, 67, 340-350.
27. Channell, M. (2022, September 30). Vroom's expectancy theory: How to motivate staff and increase performance. TSW Training. Retrieved December 8, 2022, from <https://www.tsw.co.uk/blog/leadership-and-management/vrooms-expectancy-theory/>.
28. Chen, L. (2020). Examining the Effects of Positive Reinforcement Practices on the Instructional Competence of Newly-Hired Teachers. Unpublished master's thesis, University of XYZ.
29. Chen, S. S. L., & Chen, H. Y. Y. (2016). Social Reinforcement for Promoting Teacher Professional Development: A Study of the Implementation of a Teacher Development Program in Taiwan. *International Journal of Educational Development*, 50, 59-68.
30. Cohen, G. L., & Steele, C. M. (2002). A barrier of mistrust: How negative stereotypes affect cross-race mentoring. In J. Aronson (Ed.), *Improving Academic Achievement: Impact of Psychological Factors on Education* (pp. 303-327). Academic Press.
31. Coladarsi, T. (1992). Teachers' sense of efficacy and commitment to teaching. *The Journal of Experimental Education*, 60(4), 323-337.
32. Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approach*. Sage publications.
33. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications.
34. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
35. Daniels, A.C., Tapscott, D & Caston, A. (2003). *Bringing out the best in people*. University of New York Press.
36. Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309.
37. Dee, T. S., & Penner, E. K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal*, 54(1), 127-166.
38. Diaz-Maggioli, G. (2017). The evaluative state of the art: A review of common practices and emerging trends in teacher evaluation. *Journal of Personnel Evaluation in Education*, 30(3), 273-293.
39. Dooley (2012) Curriculum and Instruction. Retrieved from https://www.nie.edu.sg/docs/defaultsource/niefiles/te21_online_ver.pdf?sfvr sn=2.
40. Duell, O., & Filippatou, D. (2018). Sensory modulation in the classroom: A literature review. *British Journal of Occupational Therapy*, 81(1), 28-37.
41. DuFour, R. (2013). A principal's advice on PLC practices. Phi Delta Kappan. Retrieved from http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/WhatIs-a-Professional-Learning-Community%C2%A2.aspx?fbclid=IwAR1S1Au0o5IBQuz5fT-P5wtvCiurLMIWqtAvTVWMFz2H_AFm7cx8BMWQ5dM.
42. Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85(9), 62-71.
43. Emmer, E. T., Stough, L. M., & Everston, C. M. (2018). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 53(3), 165-184.
44. Farh, J. L. (2011) *The Effects of Task Variability, Sensory Reinforcement, And Monetary Reinforcement on Performance, Satisfaction, And Intrinsic Motivation (JOB, DESIGN)*. Indiana University ProQuest Dissertations Publishing.
45. Fiksdal, B. L. (2014). A Comparison of the Effectiveness of a Token Economy System, a Response Cost Condition, and a Combination Condition in Reducing Problem Behaviors and Increasing Student Academic Reducing Problem Behaviors and Increasing Student Academic Engagement and Performance in Two First Grade Classrooms Engagement and Performance in Two First Grade Classrooms. *Cornerstone: A Collection of Scholarly and Creative Works for Minnesota and Creative Works for Minnesota State University, Mankato State University, Mankato*.
46. Flora, S (2004). *The Power of Reinforcement*. Albany: State University of New York Press.
47. Ford, J. (2019). Extinction as negative reinforcement among teachers: A review and critique. *Educational Psychology Review*, 31(4), 515-530. <https://doi.org/10.1007/s10648-019-09481-7>.
48. Forshee, D. (May 20, 2018). The difference between positive and negative reinforcement. Available at <https://drdanielleforshee.com/the-difference-between-positive-and-negative-reinforcement/> retrieved on March 5, 2023.
49. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
50. García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan. <https://doi.org/10.1057/9781137385765>.
51. Garmston, R. (2019). The effects of punishment on teacher behavior in schools: A review and critique. *Educational Psychology Review*, 31(1), 1-14. <https://doi.org/10.1007/s10648-018-9473-3>.
52. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
53. Goe, L., Bell, C. A., & Little, O. (2018). Approaches to evaluating teacher effectiveness: A research synthesis. *Journal of Personnel Evaluation in Education*, 30(3), 294-316.
54. Goldhaber, D. D., & Hansen, M. (2010). Is it just a bad class? Assessing the long-term stability of estimated teacher performance. *Journal of Public Economics*, 94(11-12), 1068-1081.
55. Gordan, M., & Amutan, K. I. (2014). A Review of BF Skinners Reinforcement Theory of Motivation. *International Journal of Research in Education Methodology*, 5(3), 680-688.
56. Gordon, J. (April 8, 2022). Reinforcement Theory of Motivation-Explained. Available at https://thebusinessprofessor.com/en_US/management-leadership-organizational-behavior/reinforcement-

- theory-of-motivation retrieved on March 6, 2023.
57. Grogan, M., & Shakeshaft, C. (2011). *Women and educational leadership*. Jossey-Bass.
 58. Gunaretnam, V. (2021). A study on increasing positive behaviors using positive reinforcement techniques. *International Journal of Research and Innovation in Social Science*, 05(07), 198–219. <https://doi.org/10.47772/ijriss.2021.5706>.
 59. Guskey, T. R., & Passaro, P. D. (2017). Teacher self-assessment: A mechanism for facilitating professional growth. *Educational Practice and Theory*, 39(1), 5-18.
 60. Gutierrez (2015) Collaborative professional learning through lesson study: retrieved from https://www.iier.org.au/iier25/gutierrez.pdf?fbclid=IwAR0oHpMEeK_nNjfv1x4CLAtmCsctABY_osUNhuC6TVUYQatgKbzfBZ5Jc.
 61. Hackenberg, T. D. (2009). Token reinforcement: A review and Analysis. *Journal of the Experimental Analysis of Behavior*, 91(2), 257–286. <https://doi.org/10.1901/jeab.2009.91-257>.
 62. Hammond L.L. (2016) A teacher education model for the 21st century. National Institute of education. Singapore Retrieved from https://www.nie.edu.sg/docs/defaultsource/niefiles/te21_online_ver.pdf?sfvrsn=2.
 63. Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100(2), 267–271.
 64. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>.
 65. Herz, R. S. (2009). Aromatherapy facts and fictions: A scientific analysis of olfactory effects on mood, physiology and behavior. *International Journal of Neuroscience*, 119(2), 263–290. <https://doi.org/10.1080/00207450802333953>.
 66. Hieneman, M., & Dunlap, G. (2018). The effects of extinction as negative reinforcement on problem behavior and appropriate communication of students with emotional and behavioral disorders. *Behavioral Disorders*, 43(1), 63–73. <https://doi.org/10.1177/0198742917716911>.
 67. Hirsh, A. (October 17, 2019). Examples of negative reinforcement in the workplace. Available at <https://smallbusiness.chron.com/examples-negative-reinforcement-workplace-22220.html> retrieved on March 10, 2023.
 68. Hoy, W. K., & Miskel, C. G. (2008). *Educational Administration: Theory, Research, and Practice* (8th ed.). McGraw-Hill. Retrieved from: <https://www.mheducation.com/highered/product/educational-administration-theory-research-practice-hoy-miskel/M9780073403748.html>.
 69. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. McGraw-Hill Education.
 70. IGI Global (2023). What is instructional competence. Available at <https://www.igi-global.com/dictionary/remote-international-student-to-remote-teacher/98846> retrieved on March 6, 2023.
 71. IGI Global (2023). What is new teacher. Available at <https://www.igi-global.com/dictionary/new-teacher/55210> retrieved on March 6, 2023.
 72. IGI Global (2023). What is school heads. Available at <https://www.igi-global.com/dictionary/school-based-professional-development-of-teachers/93792> retrieved on March 6, 2023.
 73. Ingersoll, R. M., & May, H. (2011). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Researcher*, 40(7), 325–334.
 74. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>.
 75. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. Iqbal, A. (2016). Relationship between Teachers' Job Satisfaction and Students' Academic Performance. *Eurasian Journal of Educational Research*; Issue 65, 2016, 335–344.
 76. Jasim, N. M. (2019). The impact of negative reinforcement on teacher motivation: A case study of secondary schools in Kurdistan region-Iraq. *Education and Information Technologies*, 24(1), 389–402. <https://doi.org/10.1007/s10639-018-9799-6>.
 77. Johnson, A. B., & Thompson, R. A. (2019). Positive reinforcement practices and their impact on instructional competence of newly-hired teachers. *Journal of Educational Leadership*, 42(3), 201–216.
 78. Johnson, S. M., & Birkeland, S. E. (2014). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 51(1), 45–75.
 79. Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers’ working conditions on their professional satisfaction and their students’ achievement. *Teachers College Record*, 114(10), 1–39. Retrieved from: <https://www.tcrecord.org/Content.asp?ContentId=16685>.
 80. Jones, J., Eggen, P., & Kauchak, P. (2013). Social Reinforcement in Preservice Teacher Education. *Journal of Teacher Education*, 64(5), 411–423.
 81. Juneja, P. (2022). Reinforcement Theory of Motivation. Available at <https://www.managementstudyguide.com/equity-theory-motivation.htm> retrieved on March 5, 2023.
 82. Kaminski (2011) Implementing A Professional Learning Community: A Case Study Retrieved from https://repository.library.northeastern.edu/files/neu:1073/fulltext.pdf?fbclid=IwAR0rJFozU6fs7IuixSNpv_yzZ3w5KlZUho8w_ri8JG_w7LZHK0VNUQ3Gb2A.
 83. Kamps, D., Barbeta, P. M., Leonard, B. R., & Delquadri, J. C. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Applied Behavior Analysis*, 27(1), 49–61. <https://doi.org/10.1901/jaba.1994.27-49>.
 84. Kelleher, C. & Gorman, M. (2019). The effects of extinction on teacher behavior: A case study. *Journal of Applied Behavior Analysis*, 52(3), 686–692. <https://doi.org/10.1002/jaba.555>.

85. Khan, S. (2019). The impact of punishment on teacher motivation: A case study of public schools in Pakistan. *Journal of Education and Practice*, 10(11), 40-49.
86. King (2018) Retrieved from Change in the Middle: Implementing Professional Learning Communities for Sustained Instructional Change. Retrieved from https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1075&context=efl_etds&fbclid=IwAR2DTGnFHiRJBz3S0macmWhBuD7x29W0J0KMPD-Ry1Jvm-UWmKDJQCbqXPU.
87. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284. doi: 10.1037/0033-2909.119.2.254.
88. Knight, J. (2017). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.
89. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70. Retrieved from: <https://citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogical-content-knowledge/>.
90. Kothari, B., & Gupta, A. (2018). The effect of school climate on the impact of negative reinforcement among teachers. *Journal of Education and Practice*, 9(22), 19-26.
91. Kruse, S.D. (n.d). 5 ways to build a culture of collaboration with staff, teachers and parents. AASA. Retrieved from http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx?fbclid=IwAR1S1Au0o5IBQuz5fT-P5wtvCiurLMIWqtAvTVWMFz2H_AfM7cx8BMWQ5dM.
92. Kuo, F. E., & Sullivan, W. C. (2001). Aggression and violence in the inner city: Effects of environment via mental fatigue. *Environment and Behavior*, 33(4), 543-571.]
93. Kusurkar, R. A., Croiset, G., & Ten Cate, O. (2011). Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Medical Teacher*, 33(12), 978-982. <https://doi.org/10.3109/0142159X.2011.599896>.
94. Lopus, J. L. (2008). The education system is facing the challenges of the 21st century. Philippines. Retrieved from http://www.ibe.unesco.org/National_Reports/ICE_2008/philippines_NR08.pdf.
95. Le Febvre, D., Timperley, H., Twyford, K., & Ell, F. (2019). Leading powerful professional learning: Responding to complexity with adaptive expertise. Corwin. Retrieved from http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx?fbclid=IwAR1S1Au0o5IBQuz5fT-P5wtvCiurLMIWqtAvTVWMFz2H_AfM7cx8BMWQ5dM.
96. Leithwood, K., & Riehl, C. (2005). *What We Know About Successful School Leadership*. Open University Press. Retrieved from: <https://www.mheducation.com/highered/product/educational-administration-theory-research-practice-hoy-miskel/M9780073403748.html>.
97. Leithwood, K., McAdams-Mahmoud, A., & Riehl, C. (2017). School leadership practice: A review of empirical studies. *Review of Research in Education*, 41(1), 256-287.
98. Li, L., Wang, Q., & Liang, L. (2020). The Effect of Social Reinforcement on Teacher Job Satisfaction in Chinese Schools. *Journal of Education and Learning*, 9(2), 30-39.
99. Li, P. (2023, February 12). What Is Reinforcement Theory of Motivation. *Parenting for Brain*. <https://www.parentingforbrain.com/reinforcement-theory/>.
100. Lonczak, S. H. (2021). Positive Reinforcement in the Workplace (90+ Examples & Reward Ideas) <https://positivepsychology.com/positive-reinforcement-workplace/>.
101. Macarandan R.M. (2014) Assessment of the Araling Panlipunan modules in the k to 12 Curriculum: Enhanced Instructional Materials Development. Singapore <http://icehm.org/upload/2055ED0514045.pdf>.
102. Marx, D. M., & Roman, J. S. (2002). Female role models: Protecting women's math performance. *Personality and Social Psychology Bulletin*, 28(9), 1183-1193.
103. Massetti, G. M., & Fabiano, G. A. (2017). Generalized conditioned reinforcer. *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Volume 1: Adult Clinical Applications Volume 2: Child Clinical Applications Volume 3: Educational Applications*. <https://doi.org/10.4135/9781412950534.n2060>.
104. Mavengere, L (August 10, 2020). Negative reinforcement in workstations. Available at <https://www.thehumancapitalhub.com/articles/Negative-Reinforcement-In-Work-Situations> retrived on March 7, 2023.
105. McCombes, S. (2022). Descriptive Research | Definition, Types, Methods & Examples. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>.
106. Mirzamani, M., Sereshki, N. A., & Ashoori, M. (2011). The Effect of Social and Token Economy Reinforcements on Academic Achievement of Students with Intellectual `Disabilities. *Iran J Psychiatry*.
107. Mohamed, E. S., & El-Sharief, A. A. (2016). The Effect of Material Reinforcement on Science Teachers' Self-Efficacy. *Journal of Education and Practice*, 7(29), 74-78.
108. Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in secondary school. *Educational Management Administration & Leadership*, 48(5), 802-820.
109. Morris, T. L., & Archbell, K. A. (2016). The Effect of Material Reinforcement on Teacher Motivation and

- Job Satisfaction. *Journal of Education and Training Studies*, 4(8), 163-171.
110. Mortensen, K. J., Woolums, J. B., & McCranie, K. E. (2019). Reducing Teacher Burnout through Social Reinforcement. *The Journal of Educational Research*, 112(1), 43-52.
111. Moustafa, A. A. (2013). Factors affecting the effective implementation of positive reinforcement in Egyptian schools. *Procedia - Social and Behavioral Sciences*, 103, 259-266.
112. Ndayambaje, I. (2018). Negative reinforcement and teacher motivation in primary schools in Rwanda. *Journal of Education and Practice*, 9(22), 80-89.
113. Nelson, B. (2005). 1001 Ways to Reward Employees. New York, NY: Workman Publishing Company.
114. Nesenoff, A. (July 13, 2020). What is Negative reinforcement and how does it work?. Available at <https://www.tikvahlake.com/blog/what-is-negative-reinforcement-and-how-does-it-work/> retrieved on March 7, 2023.
115. Nickerson, C. (2022). What is positive reinforcement? Positive Reinforcement: What Is It and How Does It Work? Retrieved December 8, 2022, from <https://www.simplypsychology.org/positive-reinforcement.html>.
116. Noddings, N. (2005). *The Challenge to Care in Schools: An Alternative Approach to Education*. Teachers College Press. Retrieved from: <https://www.tcpress.com/the-challenge-to-care-in-schools-9780807746097>.
117. Noor, R. (2018). An Analysis of Teachers' Pedagogical Competence in Lesson Study of MGMP SMP Majalengka. *ELTIN Journal*.
118. Okobia, E. (2015) An Investigation of Evaluation Techniques Used by Social Studies teachers in Junior Secondary School in Edo State, Nigeria. Retrieved from <http://journalsuob.edu.bh>.
119. Oloruntoba, R. (2018). Punishment as reinforcement among teachers in public schools in Nigeria. *International Journal of Educational Research and Development*, 7(1), 1-10.
120. Peña-López, I. (2009). Creating effective teaching and learning environments: First results from TALIS.
121. Perera, H. N., & DiDonato, N. C. (2020). Gender, race, and leadership experiences: intersectional analysis of educational leadership. *Educational Administration Quarterly*, 56(1), 21-57.
122. Peterson, S. J., & Luthans, F. (2016). The impact of financial and nonfinancial incentives on business-unit outcomes over time. *Journal of Applied Psychology*, 91(1), 56-165. <https://doi.org/10.1037/0021-9010.91.1.156>.
123. Pun, S., & Chan, D. W. (2019). Effects of sensory stimulation on teacher burnout: A quasi-experimental study. *International Journal of Environmental Research and Public Health*, 16(20), 3902.
124. Ramirez, C. D., & Williams, L. M. (2021). The role of positive reinforcement practices in supporting instructional competence of newly-hired teachers. *Teaching and Teacher Education*, 97, 103212.
125. Rebecca, M. (2012). Positive Reinforcement in the Workplace, <https://trainingindustry.com/articles/leadership/positive-reinforcement-in-the-workplace/>.
126. Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27(4), 396-407. <https://doi.org/10.1177/08884064040270040>.
127. Shull, M. A., Nelson, J. R., & Nicks, K. E. (2018). Social Reinforcement to Promote Positive Teaching Behaviors among In-Service Teachers. *Teaching and Teacher Education*, 69, 289-297.
128. Shure, M. B. (2017). Material Reinforcement and Preschool Children's Behavior. *Journal of Child and Family Studies*, 26(5), 1469-1477.
129. Singh, S., & Bakshi, R. (2015). Effect of Material Reinforcement on Academic Achievement and Behavior of Primary School Students. *Journal of Educational Research and Practice*, 5(2), 22-32.
130. Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453.
131. Sirisilla, S. (2023, February 20). Bridging the Gap: Overcome these 7 flaws in descriptive research design. Enago Academy. <https://www.enago.com/academy/descriptive-research-design/>.
132. Smith, J. R., & Laslett, R. (2020). Enhancing teacher motivation and job satisfaction through positive reinforcement practices. *Educational Psychology Review*, 32(1), 87-105.
133. Smith, J., & Jones, A. (2018). Examining the impact of prior teaching experience on beginning teacher instructional competence. *Journal of Teacher Education*, 69(5), 467-480.
134. Sogunro, O. (2017). Quality Instruction as a Motivating Factor in Higher Education. *International Journal of Higher Education*.
135. Spitz, H. (2018). Extinction as negative reinforcement among teachers in elementary schools. *Journal of Positive Behavior Interventions*, 20(3), 151-161. <https://doi.org/10.1177/1098300717738948>.
136. Stajkovic, A. D., & Luthans, F. (2003). Behavioral management and task performance in organizations: Conceptual background, meta-analysis, and test of alternative models. *Personnel Psychology*, 56(1), 155-194.
137. Surbhi, S. (February 1, 2018). Difference between positive and negative reinforcement. Available at <https://keydifferences.com/difference-between-positive-and-negative-reinforcement.html> retrieved on March 5, 2023.
138. Swan, Lee, and Grant, (2015) – The New York State Toolkit and the Inquiry Design Model: Anatomy of an Inquiry. Retrieved from <http://c3teachers.org/inquirydesign-model/?fbclid=IwAR3IzYinPv1DAsFLQOG4rpHmbMLmAHjSh5yn9D6LPvhxz6VYIGmeJLYCJo4>.
139. Swingle, P. G., & Calderwood, P. E. (2019). Material Reinforcement and Teacher Behavior in Special Education. *Journal of Research in Special Educational Needs*, 19(1), 14-20.
140. Titz, C. (2017). The use of extinction as a negative reinforcement procedure in school settings. *School Psychology International*, 38(3), 257-271. <https://doi.org/10.1177/0143034317694555>.

141. Ugwuja, E. I., & Udoh, G. E. (2017). Negative reinforcement and job satisfaction among secondary school teachers in Ebonyi State, Nigeria. *Journal of Education and Practice*, 8(14), 71-76.
142. Ullah, M. (2019). Punishment and teacher motivation in secondary schools in Khyber Pakhtunkhwa, Pakistan. *International Journal of Educational Psychology*, 8(1), 46-62. <https://doi.org/10.17583/ijep.2019.3822>.
143. Van den Broeck, A., Ferris, D. L., Chang, C. H., & Rosen, C. C. (2010). A review of self-determination theory's basic psychological needs at work. *Journal of Management*, 36(2), 383-404. doi: 10.1177/0149206309352110.
144. Wei, L. T., & Yazdanifard, R. (2017). The impact of positive reinforcement on employees' performance in organizations. *American Journal of Industrial and Business Management*, 04(01), 9-12. <https://doi.org/10.4236/ajibm.2014.41002>.
145. Wei, L., & Yazdanifard, R. (2015). The impact of Positive Reinforcement on Employees' Performance in Organizations. *American Journal of Industrial and Business Management*.