

Abstract

This research is based on a well designed group experiment in relation to the literature review referenced to "Behavior Modification Techniques, Token System." Before conducting the experiment, questionnaires are made to the subject (High school teacher) in Macao, to examine about the conditions of the classroom disorder as well as to the misbehavior of the student. The purpose of the experiment is to find out the associated problems and the degree of classroom disorder in respect to students' misbehavior. The fundamental subject of this questionnaire investigation have divided into three different categories: catholic organized institute; social organized institute and government organized institute. There are teachers participated in questionnaire survey from seven high schools. To further look into the condition of classroom disorder in respect to students' misbehavior, a class of 34 Form One students are picked from one of the above listed schools, this class of students is used as the subject of the well designed group experiment. The study is to observe the impact of "token system" in response to students' behaviorism. The result of the experiment is positive; there is significant improvement in classroom order and the causes of the issue are viewed in relative to the various factors affecting the classroom order. By working through the above associated problem, suggestion of solutions is made for other scholars or teachers for further studies.

The research is designed to identify the changes after taking the experiment. In the experiment Backward conditioning (ABA) is used. There are three different stages in the experiment design. The first stage is baseline phase; the result is made from the behavior analysis. The second stage is consequence from the independent variable. Causes of classroom disorder are explained by understanding the independent variable. The third stage is reversal phase, by terminating the use of independent variable, working repeatedly on the statistic value in comparison to the test taken before the experiment began, so as to set up the control for the experiment.

Data analysis is to examine subject of the experiment and the different time-frame of the investigation. Questionnaires are made for teachers as well as for students. The questionnaires for teachers are given out before the research experiment began. The data collected from the questionnaires is used to find out the condition of classroom disorder in respect to students' misbehavior and how teachers take care of the problems associated. On the other hand, the questionnaires for students are given out after the research experiment finished; the questionnaire is then used to find out the impact of token system on the condition of classroom disorder in respect to

students' misbehavior. The quantitative data analysis is based on the written report provided by students which reflects to their feelings towards the use of token system and the result of the questionnaires. These two sets of data strengthen the research reliability. In addition, Likert-Type Scale is used to test the reliability of the research. By the comparison in using statistic analysis on the number unit in the token system and the percentage of success in the improvement of classroom order in respect to students' behavior, are further developed to construct validity. Moreover, in order to further examine the different types of teachers and the various kinds of subject students, in respect to their age, sex, and religion, discovering how the above factors in correlate to the research problems, the results are based directly from the chi-square test.

Results of the research are listed as follow:

1. According to the result from the questionnaire, Token system is better than using the traditional way of punishment in the long run as response of the high school teachers
2. By using the token system, the experiment class unit shows a decrease in cases of classroom disorder in respect to students' misbehavior.
3. Through the duration period of 13 weeks, the experiment class unit shows a gradual decrease in cases of classroom disorder in respect to students' misbehavior. Zero cases can be predicted with this gradual impact.
4. According to the students' response in the questionnaire given out after the experiment. Students generally accepted the usage of the Token system. Also they believed the number of the classroom disorder cases has been reduced after using the Token system, and that the impact of the sytem can be maintained for a long time. In addition, the academic result of the students has also improved.

Finally, based on the above results, suggestions are made for other scholars or teachers in furthering their studies or practices in token system:

1. The comment made to the students should have an encouraging effect
2. Appraisal should be used appropriately.
3. Pygmalion effect should be use appropriately
4. Caring for the teenages should be enhanced.
5. Student's diary should be use appropriately
6. Should enhance the strategic studies in eliminating the usage of the punichemnt to the studnt's emotionally, mentally or psychologically. in the future.