**The Concept of Behaviourism and Its Application in Practice**

One key concept of behaviourism is conditioning. Conditioning refers to the process of learning in where an individual’s behaviour is shaped or modified through the association between stimuli and responses. The behaviour is also modified or shaped by external stimuli and consequences instead of internal thoughts or feelings. In simple terms, conditioning is the way organisms learn to adapt certain behaviour by linking actions with outcomes. For example, the Classical conditioning (Pavlov,1927) is a type of learning through association of the stimulus and response. It occurs when a neutral stimulus triggers a response after being associate with a stimulus that naturally produces response. Other example would be the Operant conditioning (Skinner,1938) which is a learning through reinforcement and punishment in which the behaviour increases or decreases based on its consequences. It occurs when behaviour is strengthened or weakened depending on whether it is followed by reinforcement or punishment.

Behaviourism is a famous theory in psychology that focuses on an observable behaviour rather than internal mental processes. In the early 20th century, it was pioneered by John B. Watson (1913), who argued that psychology should be regarded as an objective science rooted in measurable actions. Behaviourism emphasizes that behaviour is learned and shaped through interaction with the environment especially through processes of conditioning. Two primary forms of conditioning in the behaviourist approach are the classical conditioning, which developed by Ivan Pavlov and operant conditioning which advanced by B.F. Skinner. These concepts provide the foundation for understanding how individuals acquire, maintain, and modify behaviours, making behaviourism highly influential in education, therapy, and even social practices.

**Behaviourism in Practice**

One of the most practical applications of behaviourism is in the field of education, particularly in classroom management and student motivation. For example, teachers may implement a token of appreciation system in where students earn tokens or points for completing tasks, displaying good behaviour or actively participating in class. These tokens can be exchanged for privileges or rewards later on (Skinner, 1938). Similarly, disruptive behaviour may be reduced by withholding privileges or assigning consequences, consistent with behaviourist principles of punishment. Such strategies create a structured learning environment where students are motivated to engage positively, demonstrating how behaviourism provides practical solutions for improving educational outcomes.

Beyond education, behaviourism has also been applied in psychology therapy particularly in behaviour modification and cognitive-behavioural interventions, as well as in workplace training and even advertising (Watson, 1913).

**Conclusion**

In summary, behaviourism remains one of the most influential approaches in psychology which highlights the importance of environmental influences and conditioning in shaping behaviour. Through classical conditioning and operant conditioning, behaviourism demonstrates how both involuntary and voluntary behaviours can be learned and modified (Pavlov, 1927; Skinner, 1938). Its practical applications especially in education and therapy, emphasized its relevance in introducing real-world challenges. By focusing on observable behaviour and measurable outcomes, behaviourism provides a scientific and structured approach in understanding of human learning and development. Thus, reinforcing the behaviourism approach in both psychological theory and practice.

**CITATION**

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