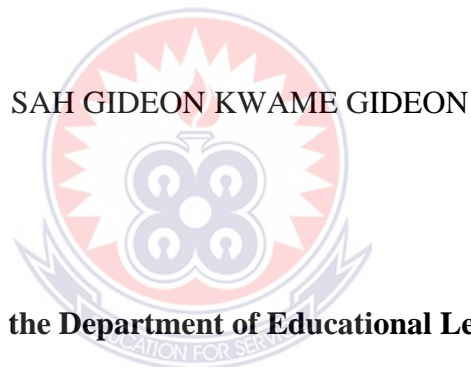


UNIVERSITY OF EDUCATION, WINNEBA

REWARDS AND PUNISHMENT AS A MEANS OF PROMOTING DISCIPLINE IN  
SELECTED JUNIOR HIGH SCHOOLS IN JAMAN NORTH DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Research and  
Graduate Studies, University of Education, Winneba, in partial fulfilment of the  
requirements for the award of Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

## DECLARATION

### STUDENT'S DECLARATION

I, SAH GIDEON KWAME GIDEON, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE: .....

DATE: .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: MR. KOBINA IMPRAIM ADENTWI

SIGNATURE: .....

DATE: .....

## ACKNOWLEDGEMENTS

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## **DEDICATION**

To my father Nana Ben (Chief of Duadaso No.2) and my mother Num Adwoa Grace.



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## ABSTRACT

The purpose of this study was to investigate rewards and punishment as a means of promoting discipline in some selected schools in the Jaman North District. The study was, therefore, a descriptive sample survey. The study population was made of 688 teachers and students. Random sampling technique was used to select 5 out of 45 schools in the district. Proportional stratified random sampling technique was used to select 180 male and female students. On the other hand, Disproportional stratified random sampling technique was used to ensure fair representation of male and female teachers. The sample size totaled 224 respondents. A self –designed Likert-type scale questionnaire was used to collect data for the study. Frequency and percentage analysis were performed on the data. The results indicated that teachers and students share similar perceptions on all the 5 research questions. The findings were that: (i) There is similarity in perceptions of teachers and students on the frequency of occurrence of acts of indiscipline in the schools. (ii) Teachers and students agreed on the degree of seriousness of various acts of indiscipline. (iii) Teachers and students had similar perceptions on the forms of punishment used to control indiscipline. (iv) Teachers and students shared similar perceptions on the forms of rewards used to promote discipline. (v) Teachers and students shared the view that teachers had the tendency to use more punishments than rewards as a means of discipline. (vi) Teachers and students appeared to share the belief that punishment is more effective than rewards as a means of discipline. It is recommended that the District Director of Education should take responsibility to ensure that corporal punishment is actually abolished as it has been banned by the G. E.S. Teachers should be trained to use more positive approaches to school discipline. Workshops should be organized to sensitize students on the effects of indiscipline on instructional time and the importance of self –discipline. Teachers should be good models for their students always and have a genuine interest and positive outlook to help students to become responsible citizens. Further research should be conducted on the effectiveness of specific types of rewards and punishment on student discipline. Also, studies could be conducted on the relationship between school indiscipline and students achievement.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The problem of indiscipline is more apparent among learners across the education spectrum (Kerlinger, 1986). Throughout much of the history of the education system in England and Wales, the exercise of indiscipline was focused on the perceived moral imperative of countering the individual's weakness of character through the administration of justifiable punishment. This objective was rejected in the legal basis for punishment. The legal parameters were established primarily through the application of the principles legitimating parental chastisement as a justification for actions which would otherwise give rise to civil or criminal liability. Punishment had to be moderate and reasonable, whether for example involving detention or corporal punishment (Blair, 2001). By sending the child to school the parent was assumed to accept the authority of the school to administer punishment **within** the limits set by law (i.e. the common law). Students are priceless assets and most essential elements in education. It is absolutely necessary to direct students to exhibit acceptable attitude and behavior within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational organization.

Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert & Vornberg, 2002). Seifert and Vornberg further link discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". In schools where discipline

is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school. Troublesome students can sometime make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it (Dreikurs et al., 1998). In the words of McManus (1995): punishment does not discourage misbehaviour but rather reinforce the pupils' view of adults as treacherous".

Current research shows that cases of learner indiscipline are on the increase in South African schools and in some cases, learners are alleged to have murdered others in school premises (Harber et al, 2001). The learner indiscipline cases reported in schools raised concerns about the safety of schools and classroom environments. South African educators suggested that alternative measures to corporal punishment were not very effective in curbing learner indiscipline in schools (Zulu, 2004). There are arguments for the use of corporal punishment but with the thrust on protection of children's rights and the documented negative effects of corporal punishment (Zaibert, 2006), there is increasing need for teachers to beware of effective alternative measures and embrace them (Belvel & Jordan, 2002).

In Ghana, the problem of indiscipline in schools has escalated in the past few decades. In fact, at the close of the last decade of the 20<sup>th</sup> century and onset of the 21<sup>st</sup> century, Ghana as a nation has been beset with serious cases of indiscipline in many educational institutions. According to Ghana Education Service, there have been cases of students assaulting and raping their teachers, burning and raping fellow students, setting ablaze their own dormitories, burning teachers' houses and administration blocks

(Ministry of Education, Ghana 2009). The Government of Ghana is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions.

In Jaman North District, indiscipline cases have been reported in schools more often than would be expected in such a rural setting. Though not an uncommon case in many schools in Ghana, indiscipline issues are regular in the area and this calls for an investigation to find out the views of Junior High School teachers and pupils on how to employ rewards and punishment to promote discipline.

### **Statement of the Problem**

Discipline is of paramount importance in the life and development of a person. As is the nature of children, they constantly make mistakes and it is common to find children in school who display deviant behavior that may attract punishment. Effective teaching and learning will take place in a classroom that is disciplined and free of interruptions. Indiscipline in the classroom interrupts the teaching and learning process, affects the quality of teaching and learning and wastes a lot of the instruction time.

The cause of indiscipline in schools is not certain since it is sometimes blamed on learners and learners in turn blame teachers as being the causative agents of discipline problems. In order to bring about a change in the behaviour of learners in school, teachers need to be knowledgeable about what leads to indiscipline behaviour and the alternative strategies to handle discipline problems in school. The learners on the other hand have a role in making sure that the atmosphere of the school is one of calm and free of indiscipline. Both school teachers and pupils have a role in ensuring that the

indiscipline cases encountered are dealt with accordingly by use of various disciplining methods. In Jaman North District, such indiscipline cases are not uncommon. The way the teachers and pupils in Jaman North District deal with these problems by use of rewards and punishment was the principal motivation for this study. This study therefore sought to examine the use of rewards and punishment as a means of promoting discipline among students in some selected schools in Jaman North District.

### **Purpose of the Study**

The purpose of this study is to investigate rewards and punishment as means of promoting discipline in some selected schools in Jaman North District.

### **Research Objectives**

This study is guided by the following objectives:

1. to examine how often indiscipline behaviors occur among students in Jaman North Junior High Schools.
2. to identify the acts of indiscipline that occur among junior high school children in Jaman North district.
3. to examine the forms of punishment used to control indiscipline in Junior High Schools in Jaman North District.
4. to identify the forms of reward used to promote discipline in Jaman North District Junior High Schools.
5. to examine the influence of reward and punishment in promoting discipline in Junior High Schools in Jaman North District.

## **Research Questions**

This study sought to answer the following questions:

1. How often do problems of indiscipline occur in Jaman north Junior High Schools?
2. What acts of indiscipline occur in Jaman North District Junior High Schools?
3. What forms of punishment are used to control indiscipline in Jaman North District Junior High Schools?
4. What forms of reward are used to promote discipline in Jaman North district junior high schools?
5. How effective are rewards and punishment in promoting discipline in Jaman North District Junior High Schools?

## **Significance of the Study**

School education may be described as the most important means of ensuring success in the academic life of an individual. By focusing on the aspects of discipline, this study hoped to find out the various manifestations of discipline and to highlight how rewards and punishment are used by teachers and pupils to handle indiscipline cases as they occurred in the schools. It is hoped that the findings of this study will inform teachers, pupils, education planners and instructors on how to employ reward and punishment more effectively so as to enhance respect for rules and regulations in the schools. It is also hoped that the study will enlighten the education stakeholders on how to effectively apply reward and punishment to enhance classroom discipline and therefore better performance on the part of students. In addition, the study hoped to help

in bringing out some of the challenges teachers face as they teach so that these issues may be addressed more effectively and meaningfully than they are at present.

### **Limitations of the Study**

The findings of the study are only applicable to schools which operate in similar circumstances in the Jaman North District as a result of the limited scope that the study covered. This generalization may therefore not be a true reflection of the situation in all the schools in the district. During the collection of data, the respondents may not have been sincere in answering the questionnaires and this might have affected the outcome of the study. This will be viewed as a weakness on the part of the questionnaire as a data collection instrument.

### **Delimitations of the Study**

The study focused on reward and punishment in dealing with indiscipline in some selected schools in Jaman north district. The participants in this study included the students and their teachers in the district. The study considered only the cases of indiscipline that resulted from teachers and students during instructions. These cases are those of undesirable responses that are describable in terms of behaviour. The study covered both indoor and outdoor activities of the class as long as these activities involved the teacher giving instructions that had to be carried out by learners. It is hoped that since the students carry views similar to their colleagues in the other schools and teachers have similar characteristics, they were the right representatives of the district and could provide valid and reliable information for the purpose of generalization.

### **Assumptions of the Study**

This study is carried out in the light of the following assumptions: That the characteristics in behaviour among some selected school pupils in Jaman North District are universal and that the learning environment is also characteristic of most school environments. It also assumed that discipline among students naturally manifested itself during the study. In addition, teachers are fair to offer detailed information about the children's state of discipline. Finally, the study assumed that rewards and punishment positively enhanced discipline when used on students.

### **Definition of Key Terms**

**Discipline** :Acceptable behaviour following a social norm or instruction by the teacher

**Indiscipline** : Behaviour displayed by a student that is contrary to instruction given by the teacher in a school setting

**Punishment** : Imposition of something unpleasant to an individual after doing something wrong

**Rewards** : What one is given after a good deed which may either be material or not.

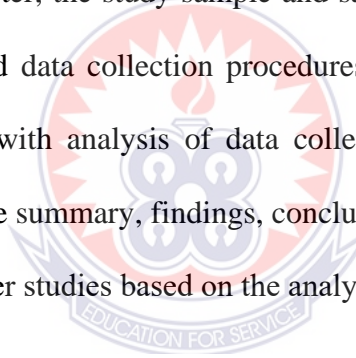
**Deviant Behavior** : Deeds that are not desirable

**Class Attendance** : Being present in school for learning



## **Organization of the Study**

This study is organized in the following manner: The first chapter presents a background to the study as well as the statement of the problem. The chapter also includes the objectives of the study, research questions, limitations and delimitations of the study, significance of the study and a highlight of the organization of the study. The second chapter presents a detailed literature review of studies in areas related to school behaviour and models of indiscipline and in particular in the use of rewards and punishment as a method of dealing with indiscipline; examining the findings of these studies in relation to the present study topic. In the third chapter, the study deals with methodology. In this chapter, the study sample and sampling procedures are given; data collection instruments and data collection procedures are also presented. In the fourth chapter, the study deals with analysis of data collected and discussions of this data. Finally, in chapter five, the summary, findings, conclusions and implications, suggestions and suggesting's for further studies based on the analysis done in chapter 4.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter presents detailed literature review on effectiveness of reward and punishment in promoting discipline. It touches on the models of discipline, act of indiscipline, frequency of occurrence of indiscipline, forms of punishment used to control indiscipline, forms of rewards used to promote discipline and effectiveness of rewards and punishment in promoting discipline in basic schools.

#### **General Nature of Discipline and Indiscipline**

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of society to which all members must conform, and the violation of which are questionable and detrimental. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to society. Discipline means a system of guiding the individual to make reasonable decisions. It is actions taken by adults to help a child change his/her behaviour (Mbiti, 1974; Read et al, 1993). Jones (1979) says that "discipline, most simply stated is the business of enforcing simple classroom rules that facilitate learning and minimize disruption". Strother (1985) notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Whatever their exact definition, most researchers and writers

seem to agree that it is true that prevention is better than cure in disciplining young people in educational settings.

Tuluhi and Bello (1980) assert that indiscipline is the breaking of rules and regulations of institutions. Individuals willingly or unwillingly violate laid down rules of an institution, which hampers the smooth running of the institution. To this end, indiscipline can simply be seen as a way of life not in conformity with rules and regulations or control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Ademeyo, 1975). School rules and regulations in most cases do affect students more than any other thing because they are made by the school authorities in order to guide and protect the students while in school.

Learners in school have often engaged in activities and behaviours that are not in conformity to the laid down school rules and regulations or even responding appropriately to the teacher's instructions (Ramani, 2002). Administrators have attributed indiscipline among students to certain biological changes signaling maturity in the course of their growth and development and to other environmental and social factors that influence behaviour (Mukharjee; 1985). Year by year the problem continues to get worse and teachers, as well as the majority of pupils, become more and more frustrated with the continuing disruption of classes. While the most publicized cases of indiscipline are those at the severe end of the scale, such as those involving serious substance abuse or acts of violence, these represent only a small percentage of incidents in schools. It is the more common incidences of recurring low or mid-level indiscipline which cause a much greater problem for teachers (Miller; 1986).

High behavioural expectations are characteristic of every school. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior (Piazza, 1997). Rules, sanctions and procedures are developed with input from students, are clearly specified and made known to everyone in the school. Researchers such as Short (1988) have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures ensures that all students and staff understand what is and is not acceptable (Short, 1988).

Smedley and Willower (1981) assert that a warm social climate, characterized by a concern for students as individuals is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities. Many poorly disciplined schools have principals who are visible only for "official" duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities. Such Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.

Doyle (1989) and Miller (1986) propose in-school suspension programs which include guidance, support, planning for change and opportunities to build new skills.

These have been demonstrated to be effective in improving individual student behaviour and thus increasing school order. However, structures in which students are given rewards (e.g., verbal, tangible, or privileges) and sanctions (e.g., loss of privileges, such as television time, snacks, or later bedtime) at home, based on their behavior at school, have been shown to improve student behaviour (Atkeson & Forehand 1979).

School discipline refers to regulation of children and the maintenance of order (“rules”) in schools. Rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behavior. For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules.

### **Models of Discipline**

The following are brief descriptions of some models of modern discipline. According to Charles (2002) modern discipline consist of techniques that entice, persuade and assist students, rather than relying on intimidation and punishment to force student compliance. The philosophical underpinnings, psychological assumptions and understanding of the role and function of education in these model vary greatly, as do their degree of comprehensiveness (Steere, 1988).

### **Shaping Desired Behaviour (B. F. Skinner and Followers)**

Behaviour management model take their origins from behavioural psychology, and are by far the most common types of discipline systems found in the literature. As a

matter of fact, the current study is largely influenced by behaviouristic notions of discipline. Behavioural model emphasises establishing the type of classroom environment that is conducive to learning. After such an atmosphere is established, they then concentrate on systematically using positive and negative reinforcement to encourage good behaviour and to discourage or inhibit bad ones. Under the behavioural approach, educators tend to emphasis the rewarding of positive outcomes and deliberately ignore bad behaviour most of the times.

Skinner, the proponent of this model, described reinforcers to include verbal approval, smiles, “thumbs up”, high grades, free reading time, goodies, prizes and rewards. Behaviour can be maintained by irregular reinforcement and conditioned by its consequences or strengthened if followed immediately by reinforcement. Also behaviour is weakened if it is not reinforced [“Extinction”] or if it is followed by punishment. This model therefore reward good behaviour and punishes bad behaviour. The goal of this model of discipline is to decrease the frequency of misbehaviour and replace it with good behaviour.

### **Managing Lessons and the Class (Jacob Kounin)**

Teaching and discipline are seen as separate entities of education. However, Kounin (1971) the proponent of improving discipline through lesson management model of discipline identified an interconnection between ways of teaching and control of behaviour: teaching influences discipline. The best way to maintain discipline is to keep students actively engaged in class activities while showing them individual attention. The Kounin system emphasises the need to create effective discipline in class by being

sensitive to classroom group dynamics and effectively managing classroom routine processes in order to minimize the rate of deviancy (Kounin, 1970). Kounin (1976) focused more on the behaviour of educators and what the educator should be doing to achieve the desirable behaviour in learners and recommends two techniques that can be used to address learner behaviour. He terms them as “with-it-ness” and “overlapping”. He describes “with-it-ness” as the educator’s attribute of having eyes at the back of his or her heads. The educator must be able to know and see what is happening in his or her class even if he or she is busy with something else. An educator who is “with-it” knows what is going on in the classroom at all times. Overlapping is the ability to attend to two things at the same time. For example, an educator may be helping a small group of learners and also observe that members of the class are not engaging in what is expected.

Some of the principles of this model are as follows:

- Teacher needs to be attentive to all aspects of the classroom.
- Effective teachers keep students attentive and actively involved.
- Teachers should be able to attend to two activities at the same time.
- Activities should be enjoyable and challenging.

The primary goal of this model of discipline is to keep students actively engaged in class activities while showing them attention and to use organization and planning to produce good classroom management and discipline.

### **Assertive Discipline: Lee Canter**

Another highly behaviouristic management program is the well-known assertive discipline model advocated by Lee Canter (Canter & Canter, 1992). The model is based

on the premise that teachers (and school systems) have become too permissive, too lenient. They have paid too little attention to the rights and responsibilities of teachers.

Teachers possess three important classes of these rights and responsibilities.

- To establish rules and directions that clearly define the limits of acceptable and unacceptable student behaviour.
- To teach students to follow these rules and directions consistently throughout the school day and school year.
- To ask for assistance from parents and administrators when support is needed in handling the behaviour of students (Canter & Canter, 1992)

These are extremely important rights and responsibilities, argues Canter, because they provide a blueprint for the kind of classroom environment the teacher will establish. And they dovetail, as well, with the rights of students- specifically, the right to

- A teacher who will set firm and consistent limits
- A teacher who will provide consistent positive encouragement to motivate them to behave
- A teacher who will take the time to teach them how to manage their own behaviour (Canter & Canter, 1992, p.13)

The responsibility for putting these rights and responsibilities into effect is clearly the teacher's, says Canter. Hence the need to be assertive.

### **Freedom to Learn: Carl Rogers**

The clear goal of the humanistic teacher, claims Carl Rogers (Rogers & Freiberg, 1994), is to develop self-discipline in students. Broadly defined, self-discipline is



“knowledge about oneself and the actions needed to grow and develop as a person” (p.221). That, says Rogers, is the goal of most teachers, but not all take the right path.

And what is the right path? Simply put, it is among the most non-directive of classroom management models. Rogers, like Maslow, believed that all students have a basic desire to grow to develop, to become. Ideally, the role of parents and teachers is to provide the sort of supportive environment that facilitates and fosters growth. Because of the importance of the child’s self-concept for growth and happiness, Rogers argues that children should be loved-no, more than simply loved, children should be loved unconditionally. Hence, the sort of environment that teachers are encouraged to provide for children is one that accepts them unconditionally, that values them for what they are, and that fosters their growth. In this model, the teacher is a facilitator rather than a director, and students are active and fundamentally important participants in the teaching/learning process. To illustrate what he means, Rogers describes a number of models classrooms in which children develop self-discipline and, at the same time, also develop a strong sense of personal responsibility.

Unfortunately, Rogers does not provide a list of specific classroom management techniques that teachers should learn and apply to their classrooms. Doing so would, in a sense, violate his belief in the autonomy of the student. This does not mean that he advocates the total permissiveness that sometimes characterized the open classroom that were briefly popular in the early 1970s. As we saw, he argues that students should be helped to become self-disciplined. And what is most important for helping students grow and become self-disciplined is the atmosphere of trust, of warmth, and of acceptance that the teacher fosters.

## **The Frequency of Indiscipline Occurrence in Schools**

It is noteworthy to mention at this juncture that there is no country in the world where indiscipline acts are not perpetrated by the students, the problems are almost the same in the different schools, but the intensity with which it occurs may be differ from school to school. Some discipline problems are highly prevalent in the Junior High Schools, including shouting, insulting, and ridiculing and cursing among pupils (Pellegrini, Bartini, & 2000).

When instances of misconduct are listed in terms in frequency it is found (Garrison, 1959; NEA, National Education Association, 1957) that in high schools talking, when silence is expected, is the most common misconduct for which pupils are penalized. This is especially the case among girls, while among boys such behaviour as inattention and class disturbance is the most frequently occurring form of misconduct. A study involving 225 Junior High Schools heads (Henning & Carol, 1949) found that they rated the following as the most frequently occurring forms of misbehaviour: disrespect for authority, petty thievery and academic offences.

The perception of teachers of the frequency of the various types of misbehaviour appears to be fairly constant. Although teachers tend to see behaviour problems from clinical standpoint more readily than they did three or four decades ago (Schrupp & Gjerde, 1953), little change has occurred in their ratings of problems. Using Wickman's study (1928) as a base of comparison, Stouffer and Owens (1955) found that the chief problems identified by teachers 25 years later were about the same. Thirty-two percent of the teachers studied in 1927 thought undesirable personality traits constituted one of the most frequent problems and 31 percent of the teachers studied 25 years later held the

same view. It is interesting to note also that during that time the following misbehaviours were practically unchanged in the percentage of teachers' ratings as frequently occurring offences: transgressions against authority, violation of general school regulations, violation of classroom rules, violation of schoolwork regulations, and difficulty with other children. Instances of indiscipline among pupils in basic schools have been classified in a similar manner. A survey of 27 types of behaviour difficulties in basic schools showed the highest frequencies occurred for (1) unsatisfactory attitudes toward school and schoolwork, (2) noise-producing and other distracting activities and (3) uncooperative activities (National Foundation of Educational Research in England & Wales, 1952). The highest frequency of misbehaviour occurred in basic schools, the lowest in secondary schools.

### **The Acts of Indiscipline in Schools**

Several forms of indiscipline acts pervade through every corner of the Junior High Schools among the pupils. Some occurred within the classroom, some within the school premises, while some others are carried out outside the school premises.

Lewis (1991) quoted by Morongwa (2010 : 11) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in clear terms some of these behaviours which he believes can impact negatively on the morale of the pupil

himself as follows: A learner consistently comes to class late and disrupts the flow of the class, He/she talks while the teacher is addressing the class, He/she writes graffiti on school property, Another one continuously calls out in class, One is not listening and asks questions that have already been answered, Another one defies the teacher and refuses to follow instructions and Another one moves around in the class to the point of becoming a distraction.

Also, on the part of Rosen (1997: 51 – 52) he identifies ten other types of disciplinary problems or indiscipline acts among the students which may lead to suspension as a way of punishing any learner who perpetrates such acts. Among these are, Defiance to school authority, Class destruction, Truancy, Fighting, The use of profanity, Damaging school property, Violation of school dress code, Theft / stealing, Leaving campus without permission and not reporting after school detention or Saturday School.

Donnelly (2000) also mentions other common types of indiscipline acts experienced in American schools as follows: fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Alidzulwi (2000) further stressed that some schools have developed into battle fields, since learners carry weapons such as guns and knives to schools. Cases have been reported of learners stabbing their educators and principals with pangas (a large heavy knife used as a weapon for cutting vegetation) and they fight each other using these weapons.

## **Forms of Rewards Use to Promote Discipline in Schools**

Praise and reward systems have their origin in behaviorist psychology which in turn underpins many of the commercial packages on promoting good discipline that are now available to schools. In brief, these packages suggest that schools can make a difference to children's behaviour by setting out clear rules and specifying rewards and sanctions for breaking the rules (Munn, 1999). The essence of these systems is a belief that children can choose how to behave. By recognizing and rewarding 'good' behavior and punishing 'bad' behavior it is believed that the good behavior will be encouraged (Munn, 1999).

Many commentators argue that schools react only to 'bad' behavior and do nothing to recognize or reinforce the good behavior of most young people most of the time (Smith, 1999). Critics suggest that such an approach is too simplistic as it eliminates the context in which behaviour occurs and places total responsibility on the individual for his or her behavior. Despite these criticisms, praise and reward systems are now in operation in many primary and secondary schools in Scotland (Smith, 1999). Teachers and pupils seem to like them and they are reported as having beneficial effects on pupil behavior in general.

Research on teachers' classroom talk has shown that teachers use praise very infrequently (Smith, 1999). Most of their talk concerns giving instructions, explaining something or organizing work. Even where individual teachers use praise and encourage their pupils there is very seldom a formal system for recognizing pupils' efforts. In contrast there is a formal system for recognizing bad behavior (Smith, 1999).

Munn (1999) asserts that praise and reward systems involve the formal and public recognition of good behaviour. Recognition is a reward. Again, the particular system in use vary according to the individual circumstances of each school. For instance a system may involve a praise card or homework diary in which the teacher stamps a mark or places a sticker to indicate good behavior or effort. Parents are informed about the awards to their children and can be present at the award giving ceremony. At a lower level there can be a positive referral to a senior member of staff for good behavior and effort. This makes quite a change for these staff who are accustomed to seeing pupils for indiscipline rather than for good behavior Munn (1999).

Wallace and Kaufmann (1978) think it is important to have a planned rather than haphazard programme of the use of rewards and punishment if one intends to shape behaviour using these tools. Other writers (Gnagey, 1968, 1971; Laslett and Smith, 1984; Fontana, 1986) stress the need to accentuate the positive by placing emphasis on rewards for good behaviour and more or less ignoring bad behaviour.

Many different kinds of things, both tangible and intangible, are used as rewards in the classroom situation. Common forms of tangible rewards include money, food, drinks, pencils, pens, exercise books, story books candies badges of office and other “token economies”. On the other hand, intangible rewards used in class include teacher attention, teacher praise, teacher encouragement, peer-group attention of a positive kind, and a hug from the teacher or clap from peers. Other are good comments in students’ exercise books and test papers, good terminal report, special certificates of merit, testimonial, good marks, stars, privileges, special responsibilities in class, etc.

Rewards help in the maintenance of class discipline by drawing the attention of learners to standards and achievements within their own individual work, and praising and encouraging them as a consequence. They also help to keep children involved and interested in their work, and in helping them to build upon current achievement by raising their confidence and their belief in their own abilities (Fontana, 1986). However, especially in the case of tangible rewards, their use could result in difficulties if they are applied indiscriminately and inappropriately.

Charlton and David (1993) suggest that the use of rewards as a behaviour modification tool should be based on the following principles.

1. Effort should be reinforced as frequently as actual performance.
2. Special efforts may be necessary to determine the appropriate rewards for some recalcitrant offenders because they may have misbehaved so often that it is even not realized when they put up good behaviour.
3. With older students, it might be useful to delay rewarding good behaviour to help them practice good behaviour in anticipation of future benefits.
4. Subtle reinforcements such as a wink or smile may be applied in order to provide variety and confidential (but reassuring) treatment.
5. With shy and introverted individuals, reinforcements should be given in secrecy instead of in public.
6. Reinforcements can be administered to small or large groups or to individuals.

There is considerable evidence in the literature (Fontana, 1986; Jones and Jones, 1990; Caffyn, 1989; Whldall et al. ( 1989) to the effect that teachers tend to punish for offences more than to reward for good behaviour, even though rewards are believed to be more

effective in getting students to behave well. In a study of Attitudes of British Secondary School Teachers and Pupils to Rewards and punishment, Caffyn (1989) observed that, rewards were endorsed as effective significantly more than punishment. Of the 22 suggested rewards, half obtained 70 percent or more positive endorsement by both teachers and pupils. Of the 26 suggested punishment, only two received 70 percent or more endorsement by pupils and ten by teachers. Many pupils commented on the ineffectiveness of punishment, yet they felt that punishments were more often used than rewards (p.216)

Wheldall et al (1989) also found that teachers tended to give nearly five times more approval to academic behaviour, as opposed to social behaviour. On the other hand, they showed the tendency to administer twice as many disapprovals to social behaviour. Overall, teachers showed an inclination to issue disapprovals to unwanted behaviour and to ignore wanted social behaviour. It is needless to say that such attitudes on the part of teachers are counterproductive because they have the tendency to inhibit the very behaviour that teachers seek to promote in class.

### **Forms of Punishment Used to Control Indiscipline in Schools.**

According to Stanley (1966), punishment is the authoritative imposition of something negative or unpleasant on a person in response to behavior deemed wrong by an individual or group. The authority may be either a group or a single person, and punishment may be carried out formally under a system of law or informally in other kinds of social settings such as within a family. Negative consequences that are not



authorized or that are administered without a breach of rules are not considered to be punishment as defined here. (Stanley, 1966)

Punishments differ in the degree of severity of their unpleasantness, and may include sanctions such as reprimands, deprivations of privileges or liberty, fines, incarcerations, ostracism, the infliction of pain, and the death penalty (Doyle, 1989). *Corporal punishment* refers to punishments in which pain is intended to be inflicted upon the transgressor. Punishments may be judged as fair or unfair in terms of their degree of reciprocity and proportionality. Punishment can be an integral part of socialization, and punishing unwanted behavior is often part of a system of pedagogy or behavioral modification which also includes rewards (Doyle, 1989).

In a school settings, the consequences of breaking rules are clearly specified (Munn, 1999). Again punishment is most effective if sanctions are worked out collaboratively with pupils and teachers. An example of sanctions for breaking classroom rules is given below. They begin with the less severe and gradually increase in severity: verbal warning; pupil moved to another seat; punishment exercise; pupil moved to another classroom; detention; referral to a senior member of staff; exclusion from class.

Munn (1999) further states that at some stage (perhaps if misbehavior is persistent or serious but not if there is an isolated minor problem) parents are informed that their child has been given a punishment for breaking classroom or school rules. This, in itself, should not be seen as a sanction as that could lead to a situation in which the only time parents are personally contacted by teachers is when there is a problem.

When undesirable behavior occurs, discipline strategies to reduce or eliminate such behavior are needed (Solnick, 1977). Undesirable behavior includes behavior that places the

child or others in danger, is noncompliant with the reasonable expectations and demands of the parents or other appropriate adults (eg, teachers), and interferes with positive social interactions and self-discipline (Tuluhi & Bello, 1980). Some of these behaviors require an immediate response because of danger or risk to the child. Other undesirable behaviors require a consistent consequence to prevent generalization of the behaviour to other situations. Some problems, particularly those that involve intense emotional exchanges, may be handled best by taking a break from the situation and discussing it later when emotions have subsided, developing alternative ways to handle the situation (removing attention), or, in many cases, avoiding these situations altogether (Kohlberg, 1964).

Extinction including time-out and removal of privileges, and punishment are two common discipline approaches that have been associated with reducing undesired behavior (Solnick, 1977). These different strategies, sometimes both confusingly called punishment, are effective if applied appropriately to specific behaviours. Although they both reduce undesired behaviour, they work in very different ways and have very different short- and long-term effects. For both strategies, Solnick (1977) identifies factors that may increase the effectiveness. These include: clarity on the part of the adult and child about what the problem behaviour is and what consequence the child can expect when this behaviour occurs; providing a strong and immediate initial consequence when the targeted behaviour first occurs; consistently providing an appropriate consequence each time a targeted problematic behaviour occurs; delivering instruction and correction calmly and with empathy; and providing a reason for a consequence for a specific behavior, which helps children beyond toddler age to learn the appropriate behaviour and improves their overall compliance with requests from adults.

Occasionally, the consequence for an undesired behaviour is immediate, without teacher involvement (e.g., breaking one's own pencil) and may be effective in teaching children to change their behaviour. When this consequence is combined with teachers' or adult reprimand, there is an increase in the likelihood that the child's behaviour will be affected for future similar situations (Solnick, 1977).

Time-out and removal of privileges are approaches that involve removing positive reinforcement for unacceptable behavior (Solnick, 1977). For young children, time-out usually involves removing teacher's attention and praise (ignoring) or being placed in a chair for a specified time with no pupil interaction. In school children, time-out (removal of positive teacher attention) has been shown to increase compliance with teacher expectations from 25% to 80%, and similar effectiveness is seen when used appropriately with older children. To be effective, however, timeout must be used consistently, for an appropriate duration, not excessively, and with strategies for managing escape behaviour in place before the time-out is imposed. To be successful, time-out requires effort and practice on the part of the teachers (Solnick, 1977).

Several aspects of time-out must be considered to ensure effectiveness. When time-out is first implemented, it usually will result in increased negative behaviour by the child, who will test the new limit with a display of emotional behaviour, sometimes approaching a temper tantrum. The teacher who accepts this normal reaction and does not respond to the child's behavior will find that outbursts become less frequent and that the targeted undesirable behavior also diminishes or disappears (Solnick, 1977). When time-out is used appropriately, the child's feelings are neither persistent nor damaging to self-esteem, despite the intensity of the reaction. However, if the teacher engages in verbal or physical

interaction with the child during this disruptive behavior, the emotional outburst, as well as the behavior originally targeted, not only will persist, but may worsen. Second, time-out often is not effective immediately, although it is highly effective as a long-term strategy. Third, it is often difficult emotionally for a teacher to ignore the child during periods of increased negative behaviour or when the child begins pleading and bargaining for time-out to end. The inability of teachers to deal with their own distress during a time-out is one of the most common reasons for its failure (Solnick, 1977).

### **Effectiveness of Rewards and Punishment as Means of Discipline in Schools**

Not all misbehaviours that occur in class can be prevented. Therefore, teachers resort to other techniques of disciplinary control, including the use of rewards and punishment. Fontana (1986) defines a reward simply as “something (material or non-material) that appears desirable to the person concerned”. (P.78). On the other hand, he defines punishment as “something that appears positively desirable” (p.78). He goes on to say that the value of a particular thing as a reward depends on the strength of the desire attached to it by the one for whom it is intended. In the same vein, he explains that the potential of anything as a punishment depends on the strength of the feeling of aversion expressed towards it by the one supposed to receive or suffer it. Lasleth and Smith (1984) view the use of rewards and punishment as the pith and core of behaviour modification. They explain that “the behavioural approach argues that the single most important factor in learning a behaviour is what happens immediately following that behaviour. Pleasant consequences are most likely to happen again. For teachers, this means defining what

they want children to do, then organizing classroom events so that pleasant consequences follow when they do it” (p.340).

Wallace and Kaufmann (1978) think it is important to have a planned rather than haphazard programme of the use of rewards and punishment if one intends to shape behaviour using these tools. Other writers (Gnagey, 1968, 1971; Laslett & Smith, 1984; Fontana, 1986) stress the need to accentuate the positive by placing emphasis on rewards for good behaviour and more or less ignoring bad behaviour.

Many different kinds of things, both tangible and intangible, are used as rewards in the classroom situation. Common forms of tangible rewards include money, food, drinks, pencils, pens, exercise books, story books, candies, badges of office and other “token economies”. On the other hand, intangible rewards used in class include teacher attention, teacher praise, teacher encouragement, peer-group attention of a positive kind, and a hug from the teacher or clap from peers. Other are good comments in students’ exercise books and test papers, good terminal report, special certificates of merit, testimonial, good marks, stars, privileges, special responsibilities in class, etc.

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For Maximum effect, behaviour psychologists suggest definite guidelines in the use of rewards. These include the following:

1. Non- material rewards should be immediate, i.e. they should be given as soon as the desired behaviour occurs
2. Rewards should be realistic in the sense that they commensurate with the standards of behaviour expected. In other words, they should be such that they are desired by the students as good enough for the standards of work or behaviour expected of them.
3. Rewards should be consistently used so that students can predict that they will earn it by aiming and working for it.
4. Teachers should not show partiality in the award of rewards.

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6. Reinforcements can be administered to small or large groups or to individual.

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The use of punishment as a means of discipline has had a long history. Even in Europe and America, severe punishment in the form of flogging and other forms of physical and verbal abuse was a common sight as early as the 1300's (Durant, 1950).

Today, there is a lot more improvement in the administration of punishment in schools in many countries, though corporal punishment is still used to some extent.

In Ghana, the Ghana Education Service (GES) identified eight offences for which corporal punishment can be administered in Basic Education schools. These offences are (1) Sexual misconduct, (2) Stealing, (3) Assault (4) Elicit use of drugs (5) Flouting authority (6) Squandering of school fees (7) Fighting, and (8) Quarrelling or teasing. The rules specify that caning should not exceed four strokes; that it should be personally administered by the head teacher or under his supervision, and that all cases of caning should be recorded

Notwithstanding these provisions for the restrictive use of punishment, corporal punishment and other punitive methods are commonly used in both basic school and second cycle schools. Caroline Andrews, in an unpublished pamphlet titled: Discipline in the Classroom: A practical Approach assigns three reasons for this situation in schools in Ghana viz:

- 1: Corporal punishment is a quick and easy way to restore order in the classroom.
- 2: Many teachers believe that corporal punishment will force a reluctant pupil to work harder or behave better.
- 3: It seems that some teachers are ignorant of the alternatives they can use instead of corporal punishment. Thus, when they encounter indiscipline problems in the classroom, they can only think of lashing the culprit(s) with a cane.

Common forms of punishment that are used in classroom situations, apart from corporal punishment, include a reduction in score or grade, loss of privileges, fines, detention, referral to the Headmaster or Assistant Headmaster, confiscation of student's



property, sanctions by peer mates and assigning of extra work. Others are reprimands, writing of lines, asking an offender to leave the class, making students stand up in class, weeding, writing of bad comments in student's terminal report, asking a student to bring parents to school for a verbal report on his conduct, placing the student under strict surveillance, ignoring a student, verbal abuse and asking a student to do a piece of manual work.

Although the use of punishments may have quick results, many writers are opposed to it for moral or psychological reasons. Indeed, punishment appears to be the least effective method of behaviour control although it is the most frequently used method. Thorndike (1932) found that punishment is less effective in weakening a response than reward is in strengthening it. Lorge (1933) similarly observed that punishment does not eliminate a wrong response any faster than chance alone does. It is his view that by simply occurring, a wrong response produces more error learning than punishment can offset. It follows, therefore that it is far better to strive to create an atmosphere in which punishment will rarely occur than in inflicting punishment as a cure for misbehaviour.

Buckley and walker (1970) also observed that although punishment gets quick results, these tend to be short-lived with children pretending to behave only in the actual presence of the one imposing the punishment.

Apart from its effectiveness in getting students to put up good behaviour, there are strong evidences to the effect that punishment may result in many side effects. In this regard, Vargas (1977) made the observation that punishment provides an inappropriate model of behaviour because learners get the impression that one can get his own way by

hurting other people. Indeed, punishment is also believed to have many negative emotional consequences.

For example, it is believed to generate fear in children and reduce their creative problem-solving abilities (Gnagey, 1968). It also impacts negatively on the interpersonal relationship of the teacher and his students by creating hatred among the two parties, and may result in violent clashes (Laslett & Smith, 1984). Furthermore, punishment may lower a child's self-concept and thus hinder his motivation to learn (Muss, 1962). Frequent use of harsh methods of punishment may also result in a negative attitude toward the school, the teacher and the learning process on the part of the child (Fontana, 1986).

In addition, Becker et al (1975) opine that sometimes punishment only succeeds in teaching children how to avoid getting caught. Perhaps the greatest shortcoming of punishment, according to Laslett and Smith (1984), is that though it may stop a bad behaviour, it will surely not start a good one. Indeed, punishment does not teach students alternative methods that may be used to prevent future misbehaviour. This situation is most unfortunate because it is contradictory to the role of a school as an educational institution that children who have difficulty in behaving appropriately should be punished instead of being taught better ways of behaviour.

Notwithstanding the many misgivings against the use of punishment, Gnagey (1968) suggests that a few basic principles must be followed when it is considered expedient to use punishment in class.

1: The whole class should not be punished for an offence committed by one or two individuals, or even a section of the class.

- 2: Precious lesson hours should not be wasted as a result of punishing a culprit.
- 3: Good interpersonal relations must be maintained between the teacher and the student when he punishes for misbehaviour.
- 4: Contagion or “negative ripple effect” must be inhibited. Gnagey suggests that there is no point in stopping a misbehaviour only to discover that your methods have resulted in more people misbehaving.

On her part, Margaret M. Clark in her *Discipline: A Developmental approach* suggests that it is important that before using punishment, the teacher would consider the following.

1. Why precisely is he punishing that particular child?
2. What change does he hope to achieve by the punishment?
3. Whether such a change is possible for that particular child?
4. Whether any responsibility for the failure of the child lies with the teacher himself? It is also pertinent to add that the teacher should find out whether the desired change in the student can be achieved by means of method(s) he is employing.

There are number of interesting findings associated with the use of punishment in classroom situations. These include the following: In the first place, Englander (1982) conducted two studies to determine how teachers responded to disruptive students behaviours. In the first study, 40 teachers were observed for one week to determine their responses to three rule-violating behaviours. Of the 120 incidents, teachers responded punitively 108 times while ignoring the other 12 behaviours. In the second study, Englander asked 176 teachers to select from 15 responses to misbehaviours those they

would use for 20 specific student misbehaviours. In 78 percent of the cases teachers listed punitive responses to student misbehaviour.

Secondly, Kounin and Gump (1961) conducted a study involving competent first-grade teachers who differed in their use of punitive behaviour with students. The findings indicated that the students of the more punitive teachers expressed less value in learning, were more aggressive, and were more confused about behaviour problems in school. This goes to suggest that it is less competent teachers who delight in or often resort to the use of punitive methods.

Thirdly, a number of studies. (Mortimore & Sammons, 1987; Rutter et al., 1979; Reynolds, 1991) suggest that schools in which students learn more effectively are characterised by high rates of positive reinforcement and also by somewhat lower rates of punishment.

In the fourth place, Becker, Englemann and Thomas (1975) found that when teachers were asked to increase their use of punitive control methods of responding to disruptive student behaviour, the rate of misbehaviour in those classes actually increased from 9 to 31 percent of student behaviour.

Finally, opinion poll in the US (Gallup and Elam, 1988) suggest that during the past 20 years, public opinion has gradually moved toward a less favourable view of physical punishment.

### **Summary of Reviewed Literature**

In view of the above, it is evident that discipline in schools is a world-wide problem which has not began today. Many scholars, as discussed above have tried to

fathom the whole concept of indiscipline, how it comes up and how it can be tackled not only in young children, but also in older ones. The literature review above has basically presented the general information on discipline and what it entails, models of discipline, facilitators of effective discipline, the use of reward and punishment as well as elimination of undesirable behavior. The views of the reviewed scholars will be put into consideration when undertaking this study.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter contains the research design in addition to the sample and sampling procedures that have been used in the study. The instruments employed in the study as well as their validity and reliability, data collection procedure and data analysis procedure have also been presented.

#### **Research Design**

The research design for the study was a descriptive sample survey. The research tried to describe, analyse and interpret the perceptions of teachers and students about the use of rewards and punishment as a means of discipline in basic schools in Jaman North District. It was, therefore, a descriptive sample survey. This type of research is non-experimental because it studies relationships between non-manipulated variables in a natural setting rather than an artificial setting. As Gay (1987) puts it, the descriptive sample survey “involves collecting data in order to answer questions concerning the current status of the subject of study” (p.189). The descriptive sample survey has been recommended by Babbie (1990) for purposes of generalizing from a sample to a population so that inferences can be made about some characteristics, attributes, or behaviour of the population. Since it was the purpose of the researcher to survey the perceptions of teachers and students on rewards and punishment in promoting discipline in basic schools, and to make generalizations to the entire Public Junior High Schools

teachers and students populations in the Jaman North District, the descriptive sample survey was considered to be the most appropriate design.

### **Population**

The Jaman North District had about 688 teachers in public basic schools who are teaching in three circuits across the district, 220 of them being female and 468 being male teachers. Out of the total number of teachers in the district, 215 were untrained (Pupil Teachers) whilst 473 were trained (professional teachers). The age range of teachers was between 20 to 59 years. The student population was 16,215 consisting of 7,000 male and 9215 female. The age range of students in the district varies between circuits. Whilst the age of most of the students in the urban public schools between was 13 to 18 years, that of the rural circuits ranges between 13 to 25 or more years.

### **Sampling Procedure and Sample Size**

Kumar (1999) explains that a sample is a sub-group of the population which is an ideal representative of the entire population, i.e., a group of people or things that are chosen out of a larger number and is asked questions or tested in order to get information about the larger group.

As an agricultural area, Jaman North District is mainly rural, fiscally poor and classified by the Ghana National Statistical Board as being among the poorest in the country. Rural areas in the district are relatively disadvantaged areas remote from large urban influences. They are economically underprivileged and located in dry areas of lower population density where the majority of the populations are farmers. There are

also areas where basic education provision lags behind that in the urban Centre's. Schools are situated in remote areas away from transport links and in most cases are only accessible on foot. Class size is uneven and mostly multi-grade. Average pupil enrolment figures for pupils aged between thirteen to fifteen years are low and attendance in the schools is very discouraging. The schools have fewer facilities and are neglected by most evaluation studies.

Stratified Sampling was done; and the lottery method was used to select a sample size of 44 teachers and 180 students from 5 junior high schools as respondents or participants in the study thereby constituting the sample population. In all 180 students made up of 90 males and 90 females were involved in the survey. The teachers were 44.

Other stakeholders were not selected as part of this study since the researcher thinks that teachers are the immediate educational leaders who directly manage indiscipline behaviours and students are those that misbehave and are corrected. The effectiveness of reward and punishment in promoting discipline, whether positive or negative is felt by both teachers and students. It is only when the situation gets out of hand that other stakeholders are brought into the picture.

### **Instrument**

After reviewing the literature on rewards and punishment in promoting discipline, the major issues in classroom disciplinary control were identified. Since no instrument had been found by the researcher that specifically measured perceptions of teachers and students of classroom discipline, a questionnaire was designed by the researcher following procedures outlined by Sproull (1988), Babbie (1990), Oppenheim (1966),



Moser and Kalton (1986), Borg and Gall (1993), Best and Khan (1996) and so on. The initial items were constructed by identifying classroom discipline issues and ideas frequently found in the literature in basic schools. Some of the items were suggested by the purpose of the study, while other items were modifications or selections from scales constructed by De Roche (1987) and Amartey-Amarh (1988).

The result of this rather thorough search for issues was a pool of statements and questions which were carefully vetted and edited by colleagues and research supervisors. The questionnaire is made up of six major sections: (a) background of respondents, (b) Frequency of indiscipline occurrence (C) Act of indiscipline occurrence (d) forms of punishment used to control indiscipline (e) forms of reward used to promote discipline (f) effectiveness of reward and punishment in promoting discipline. The last five sections were deliberately designed to conform to the sub-problem specifications outlined under the purpose of the study.

Section (a) of the instrument consists of items dealing with demographic data of both teachers and students. There are also additional items having to do with the professional status, number of years of teaching and subjects taught by the teacher respondents.

Section (b) of the instrument contains 20 items designed to measure respondents' perceptions of acts of discipline.

Section (c) consist of 20 items which were designed to measure perceptions of respondents on the frequency occurrence of indiscipline.

Section (d) of the instrument is also made up of 20 items. These items measure perceptions of teacher and student respondents of form of punishment used to control indiscipline in basic schools.

Section (e) of the instrument consist of 20 items. These items measure perception of forms of rewards used to promote discipline in basic schools.

Section (f) of the instrument is also made up of 20 items. These items measure perceptions of teacher and student respondents of effectiveness of rewards and punishment in promoting discipline.

The Likert –type questionnaire has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions. This is because it enables respondents to indicate the degree of their belief in a given statement (Best and Khan, 1996). The four- point Likert-type scale was preferred to be more convenient than five-point scale because of the recommendations of Casley and Kumar (1988). These writers argue that if an odd number response scale is used, there is the tendency for individuals to select responses in the centre of the scale. This observation was also made by Downie (1967) and Anderson (1985).

Anderson explains that:

The use of an odd number of responses options reflects the concern on the part of scale designers that respondents might use the “not sure” response to avoid making a real choice. With an even number of response options, the respondent are “forced” to choose between favorable and unfavorable responses to the attitude object (p.3083).

The Likert –type scale items were largely made up of positive statements indicating a favourable response on the part of the respondents, though a few ones were

deliberately worded in the negative way to check “response set” that is, the tendency for respondents to agree (or disagree) with items or give extreme responses regardless of item content (Downie, 1967; Oppenheim 1966).

### **Review, Validation, and Refinement of the Instrument**

The preliminary questionnaire was submitted to the researcher’s supervisors and some colleagues in the Master’s degree program for their suggestions for revisions. Some refinements were made based on their comments, criticisms and suggestions.

A pilot study, was conducted to test the instrument for reliability and item by item analysis was conducted to identify any needs for further revisions. The instrument, in its primitive form, was distributed to 10 students and 10 teachers. Participants in the pilot study were asked to fill out the instrument and to provide their comments or suggestions for the revision of unclear or ambiguous items. In the case of students, the researcher took the trouble to go through all the items and carefully noticed words that needed to be changed and statements that sounded like double –barreled items. All the comments, suggestions and corrections made were taken into consideration in the final write up of the instrument.

The reliability of the instrument was determined through the use of the split-half reliability method. Split-half reliability coefficient showing the internal consistency of the items on the questionnaire was computed. A reliability coefficient of 0.8 was obtained which was considered very respectable for determining the appropriateness of the instrument.

## Data Collection Procedure

The survey was conducted by the researcher personally in all the schools selected. The reason for the researcher conducting the survey by himself was to ensure the effective co-operation of teachers and students and the quick recovery of the completed questionnaire. Before the commencement of the data collection process, thus the administration of questionnaire, the researcher made a familiarization visit to all the 5 selected junior high schools in the Jaman District. The visit by the researcher was meant to introduce himself to the head teachers and teachers of the selected basic schools and seek their consent to participate in the study. This was facilitated by the help of an introductory letter obtained from the Head of Department of Educational Leadership at the University of Education, Winneba and submitted to the heads of the schools. During the visitation, the researcher had the opportunity to discuss the purpose of the study and the objectives of the study to the prospective respondents. This helped the researcher to ascertain the respondents' readiness to participate in the study. After seeking their consent and readiness to participate in the study, both the researcher and the respondents agreed on the convenient date and time for the administration of the instruments.

The questionnaire was self-administered by the researcher to the various respondents comprising 44 teachers and 180 students in their respective schools. This provided the researcher the opportunity of establishing rapport and explain some of the items that they might need more clarification. With the permission of the teachers and students, the students were grouped in one classroom and the teachers in the headteacher's office. The researcher briefed respondents on the nature of the questionnaire and gave them 30 minutes during the long break period to respond to the

questions. The questions were read in English and translated in Ghanaian Language to the primary school's students so as to assist them respond without difficulty. The questionnaire was immediately collected from respondents after completion making recovery one hundred percent (100).

### **Coding and Data Analysis Procedure**

Polit and Hungler (1999) contend that before an analysis can begin, the researcher must develop what is known as a coding –scheme, which is a plan for organizing responses into a form amenable to analysis. Statements that were positive were given values such as 4-strongly agree; 3 – agree; 2 – disagree; and 1 – strongly disagree. Data collected from these instruments were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. Quantitative data from the questionnaire were coded and entered into the Statistical Package for Social Science (SPSS) version 21,

Being a descriptive sample survey, the study employed simple frequencies and percentages in the analysis of the data. The data were organized into tables of frequencies and percentages and carefully interpreted to answer the research questions

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### Introduction

Data were obtained from teachers and students in the Jaman North District and analysed to obtain the overall perception or views on the research questions. The issues of interest were: How often indiscipline behavior occurs among student in Jaman North junior high schools? What acts of indiscipline that occurs in junior high school children in Jaman North district? What forms of punishment used to control indiscipline in junior high schools in Jaman North district? What forms of rewards used to promote discipline in Jaman North district junior high schools? How effective are reward and punishment in promoting discipline in junior high schools in Jaman North district?

Participants were asked to rate on a 4 point likert-type scale their views as to how often problems of indiscipline occurs, how serious are the acts of indiscipline, how often is punishment used to control indiscipline, the extent to which rewards are used to promote indiscipline and whether teachers and students agree on how effective rewards and punishment in promoting discipline in basic schools.

Item by item frequencies and percentages were calculated for all the responses and presented in tables. This is accompanied by descriptions and discussions of some important aspects in addressing the research questions.

#### **Background Information of results to the back ground of respondents**

The analyses of result relating to the back ground of the respondents for the study included; Gender, Qualification, Numbers of years taught and location of the school. Item by item frequencies and percentages of these data are presented in Table 4.1

**Table 4.1: Demographic Information of the Respondents**

<b>Age category of the respondents</b>	<b>Frequency</b>	<b>Percent</b>
10 -15	112	50.0
16-25	68	30.4
26-35	22	9.8
36-45	16	7.1
46-50	6	2.7
Total	224	100.0
<b>Gender of the respondents</b>		
Male	123	54.9
Female	101	45.1
Total	224	100.0
<b>What is your marital status?</b>		
Married	32	14.3
Single	192	85.7
Total	224	100.0
<b>Highest education/ qualification</b>		
Master (MA, Msc, MBA)	2	.9
Bachelors (BA, Bsc, BBA, B.ED)	24	10.7
Diploma	18	8
Pupil teachers	180	80.4
Total	224	100
<b>Teaching experience</b>		
1-5 years	19	8.5
6-10 years	20	8.9
Over 11 years	5	2.2
Total	224	100
<b>School location</b>		
In an urban area	127	56.7
In a rural area	97	43.3
Total	224	100.0
<b>Which class are you?</b>		
B7	69	30.8
B8	75	33.5
B9	80	35.7
Total	224	100.0



Source: Field survey, 2019

Taking the entire sample as a whole, there were more males (123 or 54.9%) than females (101 or 45.1%). Among the teachers, most of the teacher respondents used in the study (20 or 45.5%) were relatively quite experienced, having taught for 6-10 years. Fifty percent of the students were adolescents.

**Research Question one (1): How often do problems of indiscipline occur in Jaman North District Junior High Schools?**

Twenty statements were used to address this question. Item by item frequencies and percentages relating to this question are presented in table 4.2

**Table 4.2: How Often Problems of Indiscipline Occur in Basic Schools**

Frequently occurrence of indiscipline.	Cat	VO N (%)	O N (%)	OCC N (%)	N N (%)	Total N (%)
1 Breaking classroom rules	ST	46(25.6)	38(21.1)	50(27.8)	46(25.6)	180(100)
	TR	15(34.1)	9(20.5)	17(38.6)	3(6.8)	44(100)
2 Being rude to a teacher	ST	16(8.9)	36(20)	50(27.8)	78(43.3)	180(100)
	TR	0	0	12(27.3)	32(72.7)	44(100)
3 Shouting at other pupils	ST	49(27.2)	35(19.4)	53(29.4)	43(23.9)	180(100)
	TR	12(27.3)	19(43.2)	9(20.5)	4(9.1)	44(100)
4 Insulting each other	ST	50(27.8)	54(30)	39(21.7)	37(20.6)	180(100)
	TR	17(38.6)	8(18.2)	6(13.6)	13(29.5)	44(100)
5 Making fun of other pupils	ST	64(35.6)	42(23.3)	49(27.2)	24(13.3)	180(100)
	TR	44(100)	0	0	0	44(100)
6 Bullying other pupils	ST	28(15.6)	42(23.3)	58(32.2)	52(28.9)	180(100)
	TR	0	0	24(54.5)	20(45.5)	44(100)
7 Trying to hurt another pupils	ST	23(12.8)	25(13.9)	49(27.2)	83(46.1)	180(100)
	TR	0	0	15(34.1)	29(65.9)	44(100)
8 Cursing other pupils	ST	21(11.7)	27(15)	31(17.2)	101(56.1)	180(100)
	TR	0	0	10(22.7)	34(77.3)	44(100)
9 Not paying attention to lessons	ST	30(16.7)	48(26.7)	52(28.9)	50(27.8)	180(100)
	TR	7(15.9)	9(20.5)	10(22.7)	18(40.9)	44(100)
10 Threatening other pupils	ST	15(8.3)	38(21.1)	46(25.6)	61(33.9)	180(100)
	TR	0	0	20(45.5)	24(54.5)	44(100)
11 Hitting other pupils	ST	25(13.9)	42(23.3)	52(28.9)	61(33.9)	180(100)
	TR	0	10(22.7)	10(22.7)	24(54.5)	44(100)
12 Hitting/Beating a teacher	ST	2(1.1)	8(4.4)	5(2.8)	165(91.7)	180(100)
	TR	0	0	0	44(100)	44(100)
13 Using a weapon in a fight	ST	4(2.2)	14(7.8)	24(13.3)	140(77.8)	180(100)
	TR	0	0	0	44(100)	44(100)
14 Sleeping in class.	ST	39(21.7)	54(30)	49(27.2)	38(21.1)	180(100)
	TR	8(18.2)	23(52.3)	13(31.8)	0	44(100)
15 Being absent from class.	ST	43(23.9)	40(22.2)	53(29.4)	44(24.4)	180(100)
	TR	8(18.2)	15(34.1)	19(43.2)	2(4.5)	44(100)
16 Stealing in class.	ST	41(22.8)	36(20)	39(21.7)	64(35.6)	180(100)
	TR	12(27.3)	9(20.5)	18(40.9)	5(11.4)	44(100)
17 Eating in class.	ST	45(25)	50(27.8)	42(23.3)	43(23.9)	180(100)
	TR	15(34.1)	9(20.5)	18(40.9)	2(4.5)	44(100)
18 Improper dressing to class.	ST	21(11.7)	35(19.4)	60(33.3)	64(35.6)	180(100)
	TR	10(22.7)	19(43.2)	12(27.3)	3(6.8)	44(100)
19 Lateness to class.	ST	34(18.9)	48(26.7)	56(31.1)	42(23.3)	180(100)
	TR	20(45.5)	15(34.1)	5(11.4)	4(9.1)	44(100)
20 Verbal abuse of teachers.	ST	9(5)	17(9.4)	35(19.4)	119(66.1)	180(100)
	TR	0	0	0	44(100)	44(100)

Cat. (Category of respondents); ST (Students), TR (Teachers).  
VO: Very Often, O: Often, OCC: Occasionally, N: Never



Table 4.2 shows the percentage distribution of the frequency of occurrence of indiscipline behaviour in the basic schools. The data revealed that the majority of teacher respondents (64.63%) were of the opinion that the problems listed, either never occurred or only occurred occasionally in school. On the other hand, a slightly less percentage of students (62.59%) also opined that the problems listed either never occurred or occurred occasionally in the schools. Thus, substantially, the overall responses were to the effect that the problems listed either never occurred at all or occurred occasionally in the schools. Students showed a higher tendency to rate the problems as occurring more often than their teachers.

There was striking closeness in scores with respect to items 3, 4, 5, 14, 15, 17 and 19 of the problems rated by both teachers and students as occurring often or very often in school. Forty-four (100%) of teachers rated making fun of other pupils in the first position of all the problems listed as occurring most frequently in school; 35 (79.6%) of teachers also rated lateness to class in the second position; while 31 (70.5%) of teachers rated shouting at other pupils and sleeping in class in the third position of problems occurring most frequently in school. Also, 25 (56.8%) of teachers rated insulting each other in the fourth position. Twenty-four (54.6%) of teachers rated eating in class in the fifth position of the problems occurring most frequently in school. Also 23 (52.3%) of teachers rated being absent from class in the sixth position of the problems occurring most frequently in school.

On the other hand, among students, 106(58.9%) respondents rated making fun of other pupils first among all the problems occurring frequently in school. This was followed by insulting each other, rated by 104(57.8%) of students in the second position, and then eating in class, rated in the third position, while, 84(46.6%) of students rated shouting at other pupils in the fourth position. Ninety-three (51.7%) of students rated sleeping in class in the fifth position. Also, 83(46.1%) of students rated being absent from class in the sixth position of problems occurring most frequently in school, while lateness to class was rated as the seventh most occurring problem by 82(45.6%) of students.

This finding somewhat confirms observation of Schrupp and Gjerdes (1953) on teachers growth in attitudes towards behaviour problems of children. They observed that “The perception of teachers of the frequency of the various types of misbehaviour appears to be fairly constant. Although teachers tend to see behaviour problems from clinical standpoint more readily than they did three or four decades ago (Schrupp & Gjerde, 1953), little change has occurred in their ratings of problems”.

The most disparate responses for both teachers and students were items 12, 13 and 20. In the case of item 12, 164(91.1%) of students and 44(100%) of teachers indicated that hitting/beating a teacher never occurred in school. Item 13, 170(94.5%) of students and 44(100%) of teachers indicated that using a weapon in a fight never occurred in school. On the other hand, in respect of item 20, 154(85.5%)of students and 44(100%) of teachers were of the opinion that verbal abuse of teachers never occurred in school.

Other notable problems that were rated by both teachers and students as virtually never occurring in the schools are being rude to a teacher, bullying other pupils, trying to hurt another pupil and cursing other pupils.

### **Research Question two (2): What acts of indiscipline occur in Jaman North Junior High Schools?**

Twenty statements were used to address this question. Item by item frequencies and percentages relating to this question are presented in table 4.3

**Table 4.3: Acts of Indiscipline That Occur in Basic Schools**

ACT OF INDISCIPLINE	Cat	NSA	NS	S	VS	Total
		N (%)	N (%)	N (%)	N (%)	N (%)
1 Sleeping in class	ST	17(9.4)	40(22.2)	71(39.4)	52(28.9)	180(100)
	TR	10(22.7)	6(13.6)	18(40.9)	10(22.7)	44(100)
2 Fighting	ST	16(8.9)	24(13.3)	70(38.9)	70(38.9)	180(100)
	TR	7(15.9)	8(18.2)	17(38.6)	12(27.3)	44(100)
3 Unnecessary noise making in class	ST	75(41.7)	45(25)	43(23.9)	17(9.4)	180(100)
	TR	22(50)	7(15.9)	11(25)	4(9.09)	44(100)
4 Getting out of seat and wandering around	ST	31(17.2)	35(19.4)	76(42.2)	38(21.1)	180(100)
	TR	10(22.7)	24(54.5)	5(11.4)	5(11.4)	44(100)
5 Absenteeism	ST	43(23.9)	48(26.7)	47(26.1)	42(23.3)	180(100)
	TR	5(11.4)	14(31.8)	15(34.1)	10(22.7)	44(100)
6 Disobedience	ST	35(19.4)	32(17.8)	62(34.4)	51(28.3)	180(100)
	TR	5(11.4)	8(18.2)	22(50)	9(20.5)	44(100)
7 Stealing	ST	51(28.3)	25(13.9)	43(23.9)	61(33.9)	180(100)
	TR	12(27.3)	4(9.1)	11(25)	17(38.6)	44(100)
8 Eating in class	ST	32(17.8)	49(27.2)	61(33.9)	38(21.1)	180(100)
	TR	13(29.5)	13(29.5)	17(38.6)	1(2.3)	44(100)
9 In ability to answer questions	ST	79(43.9)	32(17.8)	<b>28(15.6)</b>	41(22.8)	180(100)
	TR	<b>18(40.9)</b>	7(15.9)	3(6.8)	16(36.4)	44(100)
10 Improper dressing to class	ST	20(11.1)	37(20.6)	58(32.2)	65(36.1)	180(100)
	TR	7(15.9)	6(13.6)	17(38.6)	14(31.8)	44(100)
12 Bullying others	ST	30(16.7)	35(19.4)	45(25)	70(38.9)	180(100)
	TR	5(11.4)	6(13.6)	22(50)	11(25)	44(100)
13 Cheating in exams	ST	30(16.7)	29(16.1)	48(26.7)	73(40.6)	180(100)
	TR	7(15.9)	9(20.5)	20(45.5)	8(18.2)	44(100)
14 Indecent dressing	ST	17(9.4)	35(19.4)	62(34.4)	66(36.7)	180(100)
	TR	0	13(29.4)	26(59.1)	5(11.4)	44(100)
15 Improper dressing	ST	26(14.4)	35(19.4)	70(38.9)	49(27.2)	180(100)
	TR	0	11(25)	20(45.5)	13(29.5)	44(100)
16 Lateness to class	ST	43(23.9)	59(32.8)	58(32.2)	20(11.1)	180(100)
	TR	10(22.7)	13(29.5)	16(36.4)	5(11.4)	44(100)
17 Being a talkative	ST	60(33.3)	40(22.2)	63(35)	17(9.4)	180(100)
	TR	8(18.2)	13(29.5)	10(22.7)	13(29.4)	44(100)
18 Verbal abuse of teachers	ST	20(11.1)	19(10.6)	31(17.2)	110(61.1)	180(100)
	TR	0	0	9(20.5)	35(79.5)	44(100)
19 Drug abuse	ST	18(10)	14(7.8)	21(11.7)	127(70.6)	180(100)
	TR	0	0	0	44(100)	44(100)
20 Physical attacks on teachers	ST	11(6.1)	11(6.1)	10(5.6)	148(82.2)	180(100)
	TR	0	0	8(18.2)	36(81.8)	44(100)

KEY:

Cat. (Category of respondents); ST (Students), TR (Teachers).

VS: Very Serious, S: Serious, NS: Not Serious, NSA: Not Serious At All

Table 4.3 shows the percentage distribution of acts of indiscipline that occur in basic schools in Jaman North District. The data indicated that majority of teacher respondents (63.88%) were of the view that the acts listed were either serious or very serious. On the other hand, the majority of students (62.05%) also felt that the acts listed

were either serious or very serious. The overall results, therefore, showed a very high percentage agreement between teachers and students as to the seriousness of the listed acts. There was, indeed, only 1.83% difference between the two groups of respondents, with teachers showing a slightly higher tendency to view the stated acts generally as more serious than the students.

The acts that received the highest seriousness rating among teachers were verbal abuse of teachers, drug abuse and physical attacks on teachers, which were viewed by 44(100%) of teachers as serious (seriousness in this case means either very serious or serious). For students, physical attacks on teachers was cited by 148(87.8%) respondents as the most serious act.

Among teachers, bullying others and improper dressing were rated by 33(75%) as the second most serious acts in the list. Students, however, rated drug abuse as the second most serious act. One hundred and forty-eight (82.3%) students supported this view.

Thirty-one (70.5%) of teachers indicated that disobedience, improper dressing to class and indecent dressing are other serious acts, rating them as the third most highly serious acts in the list. On the other hand, 141(78.3%) of students rated verbal abuse of teachers third in the line of acts falling under this segment of the research.

Fighting was the next most serious act rated in the fourth position by 29(65.9%) of teachers. For students, fighting was also viewed as the fourth most serious act in the list being rated thus by 140(77.8%) respondents.

Cheating in exams and stealing followed in the fifth position as the most serious acts for teachers, being rated thus by 28(63.7%) respondents. On the other hand, the fifth

most serious act rated by students was indecent dressing. One hundred and twenty-eight (71.1%) respondents viewed this act to be serious.

It is remarkable that the acts listed by both teachers and students were defiant and aggressive behaviours. This finding somewhat confirms Lewis (1991) quoted by Morongwa (2010 : 11) who observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator.

The least serious ratings among teachers and students were items 3 and 4. Sixty(33.3%) of students and 15(34.9) of teachers were of the view that unnecessary noise making in class are relatively less serious than all the others in the list. Nineteen (43.2%) of teachers and 69(38.4%) of students were of the view that getting out of seat and wandering around did not constitute a serious act of indiscipline.

The foregoing observation about unnecessary noise making in class and getting out of seat and wandering around, although reflecting minority opinions on these two issues, is unfortunate for the simple reason that if such high percentages of students and teachers view unnecessary noise making in class and getting out of seat and wandering around as not serious and make it their habit to engage in such acts, then so much of teaching and learning time would be wasted

### Research Question three (3): what forms of punishment are used to control indiscipline in Jaman North district Junior High Schools?

Twenty statements were used to address this question. Item by item frequencies and percentages relating to this question are presented in table 4.3

**Table 4.4: The Forms of Punishment used to Control Indiscipline in Basic Schools**

Forms of punishment used to control indiscipline	Cat	VO N (%)	O N (%)	OCC N (%)	N N (%)	Total N (%)
1 Pulling the ears of students and making them jump like a frog.	ST	40(22.2)	17(9.4)	52(28.9)	71(39.4)	180(100)
	TR	6(13.6)	10(22.7)	10(22.7)	18(40.9)	44(100)
2 Slapping a student	ST	16(8.9)	24(13.3)	70(38.9)	70(38.9)	180(100)
	TR	7(15.9)	8(18.2)	17(38.6)	12(27.3)	44(100)
3 Making a student kneel down	ST	75(41.7)	45(25)	43(23.9)	17(9.4)	180(100)
	TR	22(50)	7(15.9)	11(25)	4(9.09)	44(100)
4 Making a student pick rubbish around the school	ST	35(19.4)	31(17.2)	38(21.1)	76(42.2)	180(100)
	TR	24(54.5)	10(22.7)	5(11.4)	5(11.4)	44(100)
5 Hitting a student with a stick (spanking)	ST	48(26.7)	43(23.9)	47(26.1)	42(23.3)	180(100)
	TR	14(31.8)	5(11.4)	15(34.1)	10(22.7)	44(100)
6 Making a student run around the school	ST	35(19.4)	32(17.8)	62(34.4)	51(28.3)	180(100)
	TR	5(11.4)	8(18.2)	22(50)	9(20.5)	44(100)
7 Making students Pick stones	ST	25(13.9)	51(28.3)	43(23.9)	61(33.9)	180(100)
	TR	4(9.1)	12(27.3)	11(25)	17(38.6)	44(100)
8 Recommending suspension of student from school/class.	ST	49(27.2)	32(17.8)	38(21.1)	61(33.9)	180(100)
	TR	13(29.5)	13(29.5)	1(2.3)	17(38.6)	44(100)
9 Tickling a student ears with two stones	ST	32(17.8)	28(15.6)	41(22.8)	79(43.9)	180(100)
	TR	7(15.9)	3(6.8)	16(36.4)	18(40.9)	44(100)
10 Pinching a student's arm	ST	37(20.6)	20(11.1)	65(36.1)	58(32.2)	180(100)
	TR	6(13.6)	7(15.9)	14(31.8)	17(38.6)	44(100)
11 Clearing of bushes	ST	30(16.7)	35(19.4)	70(38.9)	45(25)	180(100)
	TR	5(11.4)	6(13.6)	11(25)	22(50)	44(100)
12 Digging of pits	ST	30(16.7)	29(16.1)	48(26.7)	73(40.6)	180(100)
	TR	7(15.9)	9(20.5)	20(45.5)	8(18.2)	44(100)
13 Standing and facing a wall	ST	17(9.4)	35(19.4)	62(34.4)	66(36.7)	180(100)
	TR	0 0	13(29.4)	26(59.1)	5(11.4)	44(100)
14 Working in the school garden	ST	26(14.4)	35(19.4)	70(38.9)	49(27.2)	180(100)
	TR	0 0	11(25)	20(45.5)	13(29.5)	44(100)
15 Making a student scrub the toilets and the urinals.	ST	43(23.9)	59(32.8)	58(32.2)	20(11.1)	180(100)
	TR	10(22.7)	13(29.5)	16(36.4)	5(11.4)	44(100)
16 Giving a student verbal warning.	ST	60(33.3)	40(22.2)	63(35)	17(9.4)	180(100)
	TR	8(18.2)	13(29.5)	10(22.7)	13(29.4)	44(100)
17 Making a student move to another seat.	ST	20(11.1)	19(10.6)	31(17.2)	110(61.1)	180(100)
	TR	0 0	0 0	9(20.5)	35(79.5)	44(100)
18 Making a student move to another class.	ST	18(10)	14(7.8)	21(11.7)	127(70.6)	180(100)
	TR	0 0	0 0	0	44(100)	44(100)
19 Student being placed in a chair for a specific time with no student interaction.	ST	11(6.1)	11(6.1)	10(5.6)	148(82.2)	180(100)
	TR	0 0	0 0	8(18.2)	36(81.8)	44(100)
20 Teacher taking away special responsibility from a student.	ST	34(18.9)	35(19.4)	50(27.8)	61(33.9)	180(100)
	TR	10(22.7)	3(6.8)	28(63.6)	3(6.8)	44(100)

KEY:

Cat. (Category of respondents); ST (Students), TR (Teachers).

VO: Very Often, O: Often, OCC: Occasionally, N: Never

Table 4.4 shows the percentage distribution of responses in respect of research question three (3). The data revealed that majority of teacher respondents (66.48%) were of the opinion that the punishments listed, either never occurred or only occurred occasionally in the schools. On the other hand, a slightly less percentage of students (62.64%) also opined that the punishments listed either never occurred or occurred occasionally in school. Thus, substantially, the overall responses were to the effect that the punishments listed either never occurred at all or occurred occasionally in school. Students showed a higher tendency to rate the punishments as occurring more often than their teachers.

There was striking closeness in scores with respect to the first punishments rated by both teachers and students as occurring often or very often in schools. Thirty-four (77.2%) of teachers rated making a student pick rubbish around the school in the first position; 29 (65.9%) of teachers also rated making a student kneel down in the second position; while 26 (59%) of teachers rated recommending suspension of student from school/class in the third position of punishment occurring most frequently in schools. Also 23 (52.2%) of teachers rated making a student scrub the toilets and the urinals in the fourth position. Twenty-one (47.7%) of teachers rated giving a student a verbal warning in the fifth position. The overall finding on the forms of punishment used to control indiscipline such as (picking rubbish, kneeling down, scrubbing toilet, verbal warning, etc) appears to support earlier observations by Othanel Smith (1968), Adentwi (1998) and Kida (2016) where teachers are said to be practicing such forms of punishments to correct misbehaviour in class. The essence is for the punishment to deter conducts in violation of classroom regulations.

On the other hand, among students, 120(66.7%) respondents rated making a student kneel down first among all the punishments occurring frequently in schools. This was followed by making a student scrub the toilets and the urinals, rated by 102(56.7%) of students in the second position, and then by giving a student verbal warning 100(55.5%), rated in the third position. Also, 91(50.6%) of students rated hitting a student with a stick(spanking) in the fourth position, while recommending suspension of student from school/class was rated as the fifth most frequently occurring punishment by 81(45%) students.

It is believed that although punishment yields quick results in terms of positive student behaviour, this is often short-lived; many students pretend to behave well only in the presence of the person imposing the punishment (Buckley and Walker, 1970; Adentwi, 1998). Children who are subjected to inhuman treatment by the teacher tend to be aggressive towards their weak mates in the absence of their teacher in retaliation for their predicament (Vargas, 1977). Again, in addition this causing fear in children their creative problem-solving skills (Laslett and Smith, 1984). Punishment may also lower a child's self-worth if it is overused and hinder his motivation to learn (Muus, 1962).

The most disparate responses for both teachers and students were items 1 and 10. In the case of item 1, 28(63.6%) of teachers and 123(68.3%) of students indicated that pulling the ears of students and making them jump like a frog never occurred in schools. On the other hand, in respect of item 10, 31(70.4%) of teachers and 123(68.3%) of students were of the opinion that pinching a student's arm never occurred in class.

#### **Research Questioning four (4): What forms of rewards are used to control indiscipline in Jaman North district Junior High Schools?**

Twenty statements were used to address this question. Item by item frequencies and percentages relating to this question are presented in table 4.5.



**Table 4.5: The Forms of Rewards Used to Promote Discipline in Basic Schools**

<b>Rewards to promote discipline.</b>	<b>Cat</b>	<b>GX N (%)</b>	<b>SAX N (%)</b>	<b>VLX N (%)</b>	<b>NA N (%)</b>	<b>Total N (%)</b>
1. Teacher showing interest in students work	<b>ST</b>	46(25.6)	38(21.1)	50(27.8)	46(25.6)	180(100)
	<b>TR</b>	15(34.1)	9(20.5)	17(38.6)	3(6.8)	44(100)
2. Teacher praising a student in class	<b>ST</b>	16(8.9)	36(20)	50(27.8)	78(43.3)	180(100)
	<b>TR</b>	0	0	12(27.3)	32(72.7)	44(100)
3. Teacher praising students in private	<b>ST</b>	49(27.2)	35(19.4)	53(29.4)	43(23.9)	180(100)
	<b>TR</b>	12(27.3)	19(43.2)	9(20.5)	4(9.1)	44(100)
4. Teacher writing good comments in students exercise book	<b>ST</b>	50(27.8)	54(30)	39(21.7)	37(20.6)	180(100)
	<b>TR</b>	17(38.6)	8(18.2)	6(13.6)	13(29.5)	44(100)
5. Teacher praising students in public	<b>ST</b>	64(35.6)	42(23.3)	49(27.2)	24(13.3)	180(100)
	<b>TR</b>	44(100)	0	0	0	44(100)
6. Teacher writing good comments in student cumulative report book	<b>ST</b>	28(15.6)	42(23.3)	58(32.2)	52(28.9)	180(100)
	<b>TR</b>	0	0	24(54.5)	20(45.5)	44(100)
7. Student being presented with a gift	<b>ST</b>	23(12.8)	25(13.9)	49(27.2)	83(46.1)	180(100)
	<b>TR</b>	0	0	15(34.1)	29(65.9)	44(100)
8. Student being made to sit near the teacher.	<b>ST</b>	21(11.7)	27(15)	31(17.2)	101(56.1)	180(100)
	<b>TR</b>	0	0	10(22.7)	34(77.3)	44(100)
9. Student being given special certificate of merit for goods	<b>ST</b>	30(16.7)	48(26.7)	52(28.9)	50(27.8)	180(100)
	<b>TR</b>	7(15.9)	9(20.5)	10(22.7)	18(40.9)	44(100)
10. Student being given more marks for good work done.	<b>ST</b>	15(8.3)	38(21.1)	46(25.6)	61(33.9)	180(100)
	<b>TR</b>	0	0	20(45.5)	24(54.5)	44(100)
11. Teachers involving student in the presentation of lessons.	<b>TR</b>	25(13.9)	42(23.3)	52(28.9)	61(33.9)	180(100)
	<b>ST</b>	0	10(22.7)	10(22.7)	24(54.5)	44(100)
12. Student being given homework diary in which a teacher stamps a mark.	<b>ST</b>	2(1.1)	8(4.4)	5(2.8)	165(91.7)	180(100)
	<b>TR</b>	0	0	0	44(100)	44(100)
13. Student being given money from a teacher.	<b>ST</b>	4(2.2)	14(7.8)	24(13.3)	140(77.8)	180(100)
	<b>TR</b>	0	0	0	44(100)	44(100)
14. Student being given pencils from a teacher.	<b>TR</b>	39(21.7)	54(30)	49(27.2)	38(21.1)	180(100)
	<b>ST</b>	8(18.2)	23(52.3)	13(31.8)	0	44(100)
15. Student given a soft drink from a teacher.	<b>ST</b>	43(23.9)	40(22.2)	53(29.4)	44(24.4)	180(100)
	<b>TR</b>	8(18.2)	15(34.1)	19(43.2)	2(4.5)	44(100)
16. Student being given badge of the school.	<b>ST</b>	41(22.8)	36(20)	39(21.7)	64(35.6)	180(100)
	<b>TR</b>	12(27.3)	9(20.5)	18(40.9)	5(11.4)	44(100)
17. Student being hugged by the teacher.	<b>ST</b>	45(25)	50(27.8)	42(23.3)	43(23.9)	180(100)
	<b>TR</b>	15(34.1)	9(20.5)	18(40.9)	2(4.5)	44(100)
18. Student receives clap from peers.	<b>ST</b>	21(11.7)	35(19.4)	60(33.3)	64(35.6)	180(100)
	<b>TR</b>	10(22.7)	19(43.2)	12(27.3)	3(6.8)	44(100)
19. Student being given special responsibility in class.	<b>ST</b>	34(18.9)	48(26.7)	56(31.1)	42(23.3)	180(100)
	<b>TR</b>	20(45.5)	15(34.1)	5(11.4)	4(9.1)	44(100)
20. Student being given a story book.	<b>ST</b>	9(5)	17(9.4)	35(19.4)	119(66.1)	180(100)
	<b>TR</b>	0	0	0	44(100)	44(100)

KEY:

Cat. (Category of respondents); ST (Students), TR (Teachers).

GX: To a great extent, SAX: To some appreciable extent, VLX: To a very little extent,

NA: Not at all

Table 4.5 shows the percentage distribution of forms of rewards used to promote discipline in basic schools. The data indicated that a minority of teachers (35.57%) used the rewards stated to a great extent or to some appreciable extent. On the other hand a minority of students (37.18%) indicated that teachers had the tendency to use the listed rewards to a great extent or to some appreciable extent. On balance, there was a difference of 1.16 agreement between teachers and students, with students indicating a greater tendency on the part of teachers to use the stated rewards than teachers. Item 5, the statement; Teacher praising students in public emerged as the most commonly used reward for promoting discipline in schools for both teachers and students. Forty-four (100%) of teachers indicated that they would recommend it to a great extent. On the other hand, 106(58.9%) of students indicated that teachers praised students in public to a great extent (35.6%) or to some appreciable extent (23.3%). The findings on this first form of reward seems to support earlier observation by Renard (2017) that teachers praised students or groups of students as a form of intangible reward to promote good behaviour in class. Perhaps the importance of the praise is that it serves as an effective motivational strategy for academic work and influences other students to put up desirable behaviours.

Whereas praising students in public attracted very high popularity ratings on the part of both teachers and students in this study, a paradoxical situation was observed

when comparisons were made with responses to item 3, which has to do with praising students in private. Received the third highest popularity rating as a recommendable solution to school misbehaviour. This item attracted very high popularity rating among teachers and low popularity among students. Thirty-one (70.5%) of teachers indicated that they would either recommend it to a great extent (27.3%) or to some appreciable extent (43.2%). Eighty-four (46.7%) of student stated that they would recommend teacher praising students in private to a great extent (27.2%) or to some appreciable extent (19.4%). There was a contradistinction to a majority of 31(70.5%) of teachers who stated that they recommend it to a very great extent and majority of 84(46.7%) of students who stated that they recommend it to a very great extent. Differences in the finding of this item study could be due to differences in socialization or other cultural background factors. Further studies may help to shed more light on this aspect of the study.

Popularity ratings were nearly as high for item 19, the statement student being given special responsibility in class. This statement was rated in the second positions for teachers and seventh position for students. Thirty-five (79.6%) of teachers stated that they would either recommend it to a great extent (45.5%) or to some appreciable extent (34.1%). Among students, 82 (45.6%) respondents stated that they would recommend it to a great extent (18.9%) or to some appreciable extent (27.6%).

The fourth most popular form of reward used in promoting discipline under this aspect of the study among teachers, rated twelfth by students was item 18; the statement student receives clap from peers. Twenty-nine (65.9%) of teachers stated that they use it to a great extent (22.7%) or to some appreciable extent (43.2). On the other hand, 56 (31%) of students stated that teachers used it to a great extent(11.7%) or to some

appreciable extent (19.4%). Item 4 which has to do with teacher writing good comments in students' exercise book was rated fifth among teacher respondents and second among students, Twenty-five (56.8%) of teachers used it to a great extent (38.6%) or to some appreciable extent(18.2%). From the point of view of students, 104 (57.8%) respondents indicated that teachers used writing good comments in student's exercise book to a very great extent (27.8%) or to some appreciable extent (30%). The findings of this item on teacher's comments on students work appear to support earlier observations by Caffyn (1989) where 92% of teachers viewed positive comments on students work very favourably.

The sixth most highly used reward in promoting discipline in basic schools for teachers and incidentally, the third for students is item 17, student being hugged by a teacher. This reward also attracted very low popularity scores. Twenty-four (56.6%) of teachers indicated their willingness to use it to a great extent (34.1%) or to some appreciable extent (20.5%). Among students, 95(52.8%) stated that student being hugged by a teacher is used to a great extent (25%) or to some appreciable extent (27.8%).

From the data analysed above, there is a difference in perception of teachers and students on the use of rewards as means of ensuring discipline in basic schools. This difference may be explained in terms of the fact that teachers and students are on a different wave - length with respect to the implementation of a system of rewards. Teachers are responsible for issuing rewards whereas students are at the receiving end. Hence their interpretation of the extent to which various kinds of rewards are used would differ. For example, teachers may perceive a given reward to be valuable but students may not see its worth.

**Research Question five (5): How effective are rewards and punishment in promoting discipline in Jaman North District Basic Schools?**

Twenty statements were used to address this question. Item by item frequencies and percentages relating to this are presented in table 4.6.

**Table 4.6: Effectiveness of Rewards and Punishment in Promoting Discipline**

The use of Rewards and Punishments in promoting Discipline	Cat	D		A	
		F	P (%)	F	P (%)
1 Punishment is more effective in dealing with indiscipline in class.	ST	57	31.6	123	68.3
	TR	16	36.3	28	63.6
2 Rewards are more effective in preventing indiscipline in class	ST	40	22.2	140	77.5
	TR	15	34.1	29	65.9
3 Rewards and punishments work best when they form part of a comprehensive strategy of discipline control.	ST	62	34.4	118	65.6
	TR	11	25	33	75
4 Teachers tend to use more punishment to correct misbehaviour but offer less rewards for good conduct.	ST	66	36.6	114	63.3
	TR	34	77.2	10	22.8
5 Teachers use both tangible and intangible rewards to ensure that students behave well in class.	ST	85	47.2	95	52.8
	TR	15	34.1	29	65.9
6 Teachers ignore bad behaviours and reward good ones as a means of ensuring good classroom discipline	ST	67	37.2	113	62.7
	TR	13	29.6	31	70.5
7 Teachers prevent indiscipline in class by keeping students on task, thereby leaving them no time to misbehave	ST	68	37.8	112	62.2
	TR	15	34.1	29	65.9
8 Severe punishments should be used to correct bad behaviour in class	ST	70	38.9	110	61.1
	TR	14	34.1	30	68.1
9 Good classroom discipline requires that classroom activities are carefully planned and implemented	ST	60	33.4	120	66.7
	TR	10	22.7	34	77.3
10 Teachers introduce a variety of rewards in the presentation of lessons to prevent indiscipline in class.	ST	77	31.7	123	68.3
	TR	13	29.5	31	70.4
11 Non-material rewards should be given as soon as the desired behaviour occurs.	ST	65	36.1	115	63.9
	TR	17	25	33	75
12 Rewards should be realistic in the sense that they commensurate with the quality of work/behaviour put up by a student.	ST	59	32.8	121	67.3
	TR	16	36.4	28	63.7
13 Rewards should be consistently used so that students can predict that they will earn it by putting in the desire behaviour/effort.	ST	52	28.8	128	71.1
	TR	13	29.4	31	70.5
14 Teachers should not show partiality in the award of rewards.	ST	61	33.8	119	66.1
	TR	11	25	33	75
15 The whole class should not be punished for an offence committed by one or two individuals.	ST	63	35	117	65
	TR	15	34.1	29	65.9
16 Precious lesson hours should not be wasted as a result of punishing a student.	ST	57	31.6	123	68.3
	TR	26	58.9	18	40.9
17 Good interpersonal relations must be maintained between the teacher and the student when he punishes for misbehaviour.	ST	39	21.7	141	78.3
	TR	0	0	44	100
18 Teachers should not show partiality in giving of punishment.	ST	32	17.8	148	82.3
	TR	0	0	44	100
19 The punishment should match the student misbehaviour.	ST	22	12.2	158	87.8
	TR	0	0	44	100
20 Punishment should be given as soon as the misbehaviour occurs.	ST	69	38.3	111	61.7
	TR	13	29.5	31	70.4

KEY:

Cat. (Category of respondents); ST (Students), TR (Teachers)

A: Agree; D: Disagree

Table 6 shows the percentage distribution of effectiveness of rewards and punishment in promoting discipline. The data indicated that majority of teacher respondents (68.29%) agreed to the statements listed under this segment of the study. Among students, a majority of respondents (67.65%) agreed to the statements. There was thus a difference of 0.64% between teachers and students, with teachers exhibiting a higher tendency to agree with the issues raised.

The ideas that good interpersonal relations must be maintained between the teacher and the student when he/she (teacher) punishes for misbehaviour, teacher should not show partiality in giving of punishment and punishment should match the student's misbehaviour were rated highest as teacher strategies used often to ensure discipline in school by a majority of teacher respondents. Forty-four (100%) of teachers agreed to the statements. From the perspectives of the students, the statements were rated first, second and third respectively. First, on item 19, the statement that punishment should match the student's misbehavior, 158 (87.2%) students expressed their agreement. In second position is item 18; the teacher should not show partiality in the giving of punishment. One hundred and forty-eight (82.3%) students respondents expressed their agreement to it; and the statement good interpersonal relations must be maintained between the teacher and the student whom he/she punishes for misbehaviour was rated in the third position by a majority of 141(78.3%) of students who expressed their agreement to it. The significance of good interpersonal relationship between teachers and students is stressed

by Webster (1968) and substantiated by the findings of Aspy and Roebuch (1977), Norman and Harris (1981), in several empirical investigations.

Item 9, the statement that good classroom discipline requires that classroom activities are carefully planned and implemented received the second highest agreement rating as a frequently employed teacher strategy for enhancing school discipline. A total of 34 (77.3%) teachers agreed to this statement. On the other hand, 120 (66.7%) students agreed to the statement, rating it in the eighth position. Charles (1983), Fontana (1986), Kounin (1970), Jones and Jones (1990) and Charlton and David (1993) all underscore the importance of classroom routine planning and management.

Items 3, 11 and 14 the statements that rewards and punishment work best when they form part of a comprehensive strategy of discipline control; non-material rewards should be given as soon as the desired behaviour occurs; and teachers should not show partiality in the award of rewards were placed in the third position as teacher strategies for enhancing discipline used quite often in school. Thirty-three (75%) of teachers confirmed these statements. Among students, these items were placed in the ninth, tenth and twelfth positions. On item 14, the statement teachers should not show partiality in the award of rewards, 119 (66.1%) students respondents agreed. On item 3, the statement rewards and punishment work best when they form part of a comprehensive strategy of discipline control, 118 (65.6%) students respondents agreed. And on item 11, non-material rewards should be given as soon as the desired behaviour occurs, 115 (63.9%) students respondents also agreed to this statement. Item 3, rewards and punishment work best when they form part of a comprehensive strategy of discipline control suggests that teachers should not use rewards and punishments in isolation of other methods of

classroom disciplinary control. This view is supported by O’Leary et al (1968) who advocated that rewards and punishments should be integrated within a behavioural management strategy which, among others, should provide for classroom rules, educational structure, praise for appropriate behaviour and ignoring of disruptive behaviour, and a token reinforcement programme.

Agreement rating were nearly as high for items 6, 10, 13, and 20, the statements that teachers ignore bad behaviours and reward good ones as a means of ensuring good classroom discipline; teachers introduce a variety of rewards in the presentation of lessons to prevent indiscipline in class; rewards should be consistently used so that students can predict that they will earn it by putting in the desired behaviour/effort and punishment should be given as the misbehaviour occurs. Thirty-one (70.5%) of teachers agreed to these statements, rating them in the fourth position of teacher strategies for enhancing discipline used often in school. Among students, these items were placed in the, fifth, sixth, thirteenth and fifteenth position. On item 13, rewards should be consistently used so that students can predict that they will earn it by putting in the desired behaviour/effort 128 (71.1%) students respondents agreed to this statement. On item 10, teachers introduce a variety of rewards in the presentation of lessons to prevent indiscipline in class, 123 (68.3%) students respondents agreed to this statement. On item 6; teachers ignore bad behaviours and reward good ones as a means of ensuring good classroom discipline, 113 (62.7%) student respondents agreed to this statement and on item 20; punishment should be given as soon as the misbehaviour occurs, 111 (61.7%) of students also endorsed this statement. The use of variety in the presentation of lessons has been adjudged by Kounin (1967) and Kounin and Obradovic (1968) as having good pay-



off potentials as a means of enhancing discipline. Variety not only ensures that a wide range of students' interests are catered for, but also free them from the boredom of monotonous and sterile presentation of facts.

A total of 30(68.1%) of teachers agreed with the statement that severe punishments should be used to correct bad behaviour in class. The statement was also endorsed by 110 (61.1%) of students. Thus, severe punishments should be used to correct bad behaviour in class was rated in the fifth and sixteenth positions by teachers and students respectively.

The statements rewards are more effective in preventing indiscipline in class, teachers use both tangible and intangible rewards to ensure that students behave well in class, teachers prevent indiscipline in class by keeping students on task, thereby leaving them no time to misbehave and the whole class should not be punished for an offence committed by one or two individuals received the next highest agreement rating among teachers, being rated in the sixth position by 29 (65.9%) of teachers. Among students, these items were rated in the fourth, eleventh, fourteenth and seventeenth positions. On Item 3, rewards are more effective in preventing indiscipline in class 140 (77.5%) student respondents agreed to this statement; on item 15, the whole class should not be punished for an offence committed by one or two individuals, 117 (65%) student respondents agreed to this statement; on item 7, teachers prevent indiscipline in class by keeping students on task, thereby leaving them no time to misbehave, 112 (62.2%) student respondents agreed to this statement and on item 5, teachers use both tangible and intangible rewards to ensure that students behave well in class, 95 (52.8%) of student also agreed to these statement. The benefits of occupying students with work for effective

class discipline are extolled by Jones and Jones (1990). Item 4 observation is supported by many adherents of the behaviour modification theory, who advocate the need to accentuate the positive conduct of learners by placing emphasis on rewards for good behaviour on the part of learners.

Items 1, 12 and 16 the statements that punishment is more effective in dealing with indiscipline in class; rewards should be realistic in the sense that they commensurate with the quality of work/behaviour put up by the student and precious lesson hours should not be wasted as a result of punishing a student also received considerable agreement rating among teachers, being rated in the seventh position by 28 (63.7%) of teachers. Among students, these items were rated in the sixth, and seventh positions. On Items 1 and 16 punishment is more effective in dealing with indiscipline in class and precious lesson hours should not be wasted as a result of punishing a student, 123 (68.3%) student respondents agreed to these statements and on item 12 rewards should be realistic in the sense that they commensurate with the quality of work/behaviour put up by the student, 121 (67.3%) of students also agreed to this statement. Item 1 findings is in support with earlier observation by Adentwi (1991) in which both teachers and students suggested largely punitive methods when asked to suggest ways of handling indiscipline in class.

The least of all agreement rating among teachers were in favour of item 4, the statement that teachers tend to use more punishment to correct misbehaviour but offer less rewards for good conduct. This statement was rated in the eighth position and thirteenth position by teachers and students respectively. Ten (22.8%) of teachers and 114 (63.3%) of students agreed to this statement. This observation is supported in the

literature by Fontana (1986), Wheldall et al. (1989), Jones and Jones (1990) and Caffyn (1989).

From the data analysed above, there is slight difference in perception of teachers and students on the use of rewards and punishment as means of ensuring discipline in schools. This difference may be explained in terms of the fact that teachers and students are on different wave length with respect to the implementation of a system of rewards and punishments. Teachers are responsible for issuing rewards and punishments whereas students are at the receiving end. Hence their different interpretation on the effectiveness of the various kinds of rewards and punishment.

Another noteworthy observation from the data on the use of rewards and punishment is that it appears that in the minds of both teachers and students, the use of punishment is more effective as a means of discipline than the use of rewards. This is evidenced by the fact that both teacher and student respondents rated questionnaire items pertaining to the use of punishment (the punishment should match the student misbehavior, teachers should not show partiality in giving of punishment and good interpersonal relationship should be maintain between the teachers and the students when he/she punishes for misbehavior) in the first three positions when asked how effective are rewards and punishment in promoting discipline in Jaman North District Basic Schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The objective of this study was to investigate the perceptions of teachers and students in selected Junior High Schools in the Jaman North District about how often problems of indiscipline occur, the acts of indiscipline, punishments used to control indiscipline, rewards used in promoting discipline and the effectiveness of the use of rewards and punishment in promoting discipline.

The study employed a descriptive sample survey design. The study population was 688 made up of the school heads, teachers and students in five (5) selected Junior High Schools in the Jaman North District. Random sampling technique was used to select 224 respondents for the study. A self-design questionnaire was the instrument used to collect data. The researcher personally administered and immediately retrieved the answered questionnaires. As a result, there was a 100% return rate. The Statistical Package for Social Science (SPSS) version 21 was used for data analysis. The data were organized into tables of frequencies and percentages and carefully interpreted to answer the research questions.

#### Key Findings

The main findings of this research were that:

1. There is similarity in perceptions of teachers and students on the frequency of indiscipline occurrence in the selected Junior High Schools in the Jaman North District

2. There is similarity in perceptions of teachers and students on the various acts of indiscipline that occur in the selected Jaman North District Junior High Schools.
3. There is similarity in perceptions of teachers and students on the forms of punishment used to control indiscipline in the selected Junior High Schools in the Jaman North District. The common forms of punishment are included pick rubbish around the school, making a student kneel down, making a student scrub the toilets and the urinals, given a student verbal warning and hitting a student with stick (spanking).
4. There is similarity in perceptions of teachers and students on the forms of reward used to promote discipline in the Jaman North District Junior High Schools. The common forms of rewards are teacher praising students in public, praising students in private, student being given special responsibility in class, teacher writing good comments in students' exercise book and student being hugged by a teacher
5. Teachers and students agreed that the teachers had the tendency to use more punishments than rewards as a means of discipline.
6. It appears that in the minds of both teachers and students the use of punishment is more effective as a means of discipline than the use of rewards.

## **Conclusion**

Notwithstanding the fact that questionnaire studies of this kind usually have many biases and shortcomings, some tentative conclusions could be made upon the basis of the empirical evidence adduced in this study.

From the perception of teachers and students the offences that mostly attract punishment include making fun of other pupils, shouting at other pupils, sleeping in class and eating in class.

The more commonly used rewards included teacher praising students in public, praising students in private, student being given special responsibility in class, teacher writing good comments in students' exercise book and student being hugged by a teacher.

The punishments that are mostly used by teachers include pick rubbish around the school, making a student kneel down, making a student scrub the toilets and the urinals, given a student verbal warning and hitting a student with stick (spanking).

The teachers tended to use more punishments than rewards as a means of ensuring discipline in the schools. It was clear that although the G.E.S has banned the use of corporal punishment recently, it is still use in schools by teachers.

### **Recommendations**

Based on the findings and conclusion made, the following recommendations are worth considering:

1. The District Director of Education should ensure that teachers stop using corporal punishment as a means of ensuring discipline in schools as it has been banned by G.E.S. The District education director of the G. E. S should ensure that school heads monitor and supervise teachers under their control to avoid the use of corporal punishment. Teachers should be sensitized to appreciate the need to refrain from using more punitive forms of discipline (especially corporal

punishment ) because of its many negative psychological effects on students, and also because it is inhuman.

2. The school management should organize seminars and forums for students on the importance of discipline. In such a workshop, teachers and other experts can share with students the effects of indiscipline on instructional time and the moral of teachers. The students should be sensitized to appreciate the importance of self – discipline.
3. Effort should be made to bridge the perceptual gap between teachers and students by involving students in school level decision-making and seeking consultations with them on issues that affect their well-being.
4. Teachers should be good models for their students always and have a genuine interest and positive outlook to help students to become responsible citizens.
5. Government of Ghana through the Ministry of Education should conduct sensitization campaigns to educate all stakeholders on the need to participate in the discipline of children in and out of school as a measure to reduce the increasing rate of student indiscipline in the country.

### **Suggestions for Further Research**

1. In spite of the study having tried to explore rewards and punishment as a means of promoting discipline in some selected schools in Jaman North District, the researcher still feels that further detailed research needs to be carried out in the Jaman North District on the effectiveness of specific types of rewards and punishment on student discipline. This will bring out the most effective types of

rewards and punishment to be used by teachers which will in turn help them discipline the children more effectively.

2. Also, studies could be conducted on the relationship between school indiscipline and students achievement.





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**APPENDIX**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**QUESTIONNAIRE FOR TEACHERS AND STUDENTS IN JUNIOR HIGH  
SCHOOLS**

This work focuses mainly on teachers', school heads' and students' views on rewards and punishment as a means of promoting discipline in basic schools. The questionnaire is designed purely for academic work in partial fulfilment of the award of an M.A Degree. All information given shall be treated as confidential and besides your anonymity is guaranteed. I therefore wish that you will answer the questions as objectively as possible.

**SECTION A: BIO – DATA**

Please tick (✓) the appropriate box below

1. What is your age?

under 6 years

10 - 15years

16 - 25years

26 - 35 years

36 - 45years

46 – 50 years

51 years and above

2. Your gender?

Male

Female

3. What is your marital status?

Married

Single

Divorced

Widow

4. What is your highest education / qualification?

Master (MA, Msc, MBA)

Bachelors (BA, Bsc, BBA, B.ED)

Diploma

3 – years Post sec, Cert. ‘A’

SSS Certificate, ‘O’ & ‘A’ Level Certificate

Others, please specify .....

5. For how long have you been teaching?

Less than one year

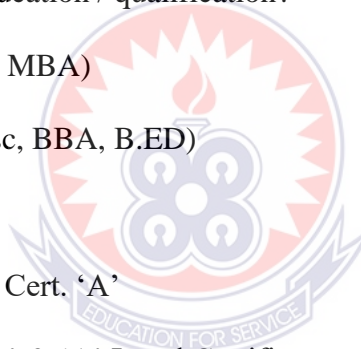
1 – 4 years

6 – 10 years

over 11 years.

6. Where is your school located?

In an urban area



[ ] In a rural area

7. Which class are you? B7 [ ] B8 [ ] B9 [ ]

**SECTION B:**

**HOW OFTEN PROBLEMS OF INDISCIPLINE OCCUR IN BASIC SCHOOLS**

a. Which of these methods of indiscipline occurs frequently in your school/ classroom?

Indicate by a tick (√).

<b>Frequently occurrence of indiscipline.</b>	<b>Very Often</b>	<b>Often</b>	<b>Occasionally</b>	<b>Never</b>
1. Breaking classroom rules				
2. Being rude to a teacher				
3. Shouting at other pupils				
4. Insulting each other				
5. Making fun of other pupils				
6. Bullying other pupils				
7. Trying to hurt another pupils				
8. Cursing other pupils				
9. Not paying attention to lessons				
10. Threatening other pupils				
11. Hitting other pupils				
12. Hitting/Beating a teacher				
13. Using a weapon in a fight				

14. Sleeping in class.				
15. Being absent from class.				
16. Stealing in class.				
17. Eating in class.				
18. Improper dressing to class.				
19. Lateness to class.				
20. Verbal abuse of teachers.				

### ACTS OF INDISCIPLINE THAT OCCUR IN BASIC SCHOOLS

a. How serious are the following offences (acts of indiscipline) which occur in your school?

Indicate by a tick (√).

ACT OF INDISCIPLINE	VERY SERIOUS	SERIOUS	NOT SERIOUS	NOT SERIOUS AT ALL
1. Sleeping in class				
2. Fighting				
3. Unnecessary noise making in class				
4. Getting out of seat and wandering around				
5. Absenteeism				
6. Disobedience				
7. Stealing				
8. Eating in class				
9. In ability to answer questions				

10. Improper dressing to class				
11. Bullying others				
12. Cheating in exams				
13. Indecent dressing				
14. Improper dressing				
15. Lateness to class				
16. Being a talkative				
17. Verbal abuse of teachers				
19. Drug abuse				
20. Physical attacks on teachers				

### 3. THE FORMS OF PUNISHMENT USED TO CONTROL INDISCIPLINE IN BASIC SCHOOLS.

a. Which of these forms of punishment are used frequently in controlling indiscipline in basic schools.

Indicate by a tick (√)

Forms of punishment used to control indiscipline	Very Often	Often	Occasionally	Never
1. Pulling the ears of students and making them jump like a frog.				
2. Slapping a student.				
3. Making a student kneel down				
4. Making a student pick rubbish around the school				
5. Hitting a student with a stick (spanking)				
6. Making a student run around the school				
7. Making students Pick stones				

8. Recommending suspension of student from school/class.				
9. Tickling a student ears with two stones				
10. Pinching a student's arm				
11. Clearing of bushes				
12. Digging of pits				
13. Standing and facing a wall				
14. Working in the school garden				
15. Making a student scrub the toilets and the urinals.				
16. Giving a student verbal warning.				
17. Making a student move to another seat.				
18. Making a student move to another class.				
19. Student being placed in a chair for a specific time with no student interaction.				
20. Teacher taking away special responsibility from a student.				

#### 4. THE FORMS OF REWARDS USED TO PROMOTE DISCIPLINE IN BASIC SCHOOLS.

a. To what extent would you recommend the following as reward to encourage students to put up good behaviour in class/ school?

<b>Rewards to promote discipline</b>	<b>To a great extent</b>	<b>To some appreciable extent</b>	<b>To a very little extent</b>	<b>Not at all</b>
1. Teacher showing interest in students work				
2. Teacher praising a student in class				

3. Teacher praising students in private				
4. Teacher writing good comments in students exercise book				
5. Teacher praising students in public				
6. Teacher writing good comments in student cumulative report book				
7. Student being presented with a gift				
8. Student being made to sit near the teacher.				
9. Student being given special certificate of merit for goods conduct.				
10. Student being given more marks for good work done.				
11. Teachers involving student in the presentation of lessons.				
12. Student being given homework diary in which a teacher stamps a mark.				
13. Student being given money from a teacher.				
14. Student being given pencils from a teacher.				
15. Student given a soft drink from a teacher.				
16. Student being given badge of the school.				
17. Student being hugged by the teacher.				
18. Student receives clap from peers.				
19. Student being given special responsibility in class.				
20. Student being given a story book.				

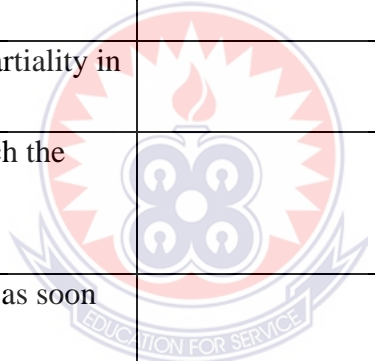
## 5. EFFECTIVENESS OF REWARDS AND PUNISHMENT IN PROMOTING DISCIPLINE

a. Indicate by a tick (✓) whether you agree or disagree with the following statements.

<b>The use of Rewards and Punishments in promoting Discipline</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1. Punishment is more effective in dealing with indiscipline in class.				
2. Rewards are more effective in preventing indiscipline in class				
3. Rewards and punishments work best when they form part of a comprehensive strategy of discipline control.				
4. Teachers tend to use more punishment to correct misbehaviour but offer less rewards for good conduct.				
5. Teachers use both tangible and intangible rewards to ensure that students behave well in class.				
6. Teachers ignore bad behaviours and reward good ones as a means of ensuring good classroom discipline				
7. Teachers prevent indiscipline in class by keeping students on task, thereby leaving them no time to misbehave				
8. Severe punishments should be used to correct bad behaviour in class				
9. Good classroom discipline requires that classroom activities are carefully planned and implemented				
10. Teachers introduce a variety of rewards in the presentation of lessons to prevent indiscipline in class.				
11. Non-material rewards should be given as soon as the desired behaviour occurs.				
12. Rewards should be realistic in the sense that they commensurate with the quality of work/behaviour put up by a				



student.				
13. Rewards should be consistently used so that students can predict that they will earn it by putting in the desire behaviour/effort.				
14. Teachers should not show partiality in the award of rewards.				
15. The whole class should not be punished for an offence committed by one or two individuals.				
16. Precious lesson hours should not be wasted as a result of punishing a student.				
17. Good interpersonal relations must be maintained between the teacher and the student when he punishes for misbehaviour.				
18. Teachers should not show partiality in the giving of punishment.				
19. The punishment should match the student misbehaviour.				
20. Punishment should be given as soon as the misbehaviour occurs.				



THANKS FOR YOUR CO-OPERATION