

**PUNISHMENT AND REWARD AS A CORRELATE ON
DISCIPLINE AMONG SECONDARY SCHOOL STUDENTS IN
OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO
STATE.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE
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COUNSELLING**

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CERTIFICATION

This is to certify that this project work was carried out by **Happiness Osamudiame ASEMOTA** with matriculation number: **EDU1904203** in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project is dedicated to Jehovah for His love, grace, strength and mercy on me throughout my academic pursuit.

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ABSTRACT

The purpose of this study is to investigate punishment and reward as correlates on discipline among senior secondary school students, and punishment and reward on discipline by sex and age. It also discusses on the importance of this study to parents, teachers, school administrators and students in Ovia-North East Local government in Edo State.

The Study adopted the descriptive research design with the population consisting of 4,807 senior secondary schools from the 28 senior secondary schools in the local government. A sample of 100 students were selected using multi stage sampling technique to select 5 schools from the 28 schools on Ovia-North East Local government, the study used questionnaires for data collection instrument and data was analyzed using descriptive statistics to establish the relationship between punishment and reward on discipline among senior secondary school students. To test the reliability of the instrument, the Cronbach Alpha Statistics was used. The reliability of the study was .869. Data collected was analyzed using descriptive statistics such as frequency count and simple percentage.

The findings revealed that both rewards and punishments play significant roles on discipline among senior secondary school students in Edo state. Rewards, particularly intrinsic ones like praise and recognition, were found to be effective in motivating students and promoting discipline as well as punishment.

CHAPTER ONE

INTRODUCTION

Background to the Study

Punishment is the infliction of some kind of pain or loss upon a person for a misdeed (i.e., the transgression of a law or command). Punishment may take forms ranging from capital punishment, flogging, forced labour, time out or taking something precious away from the person. Reward according to Wikipedia is getting something good for doing a given task. It needs someone who has the power to give the good thing. It is the opposite of punishment.

Discipline is the bridge between goals and accomplishment; it is the commitment to daily practice, consistency, and self-control, even when faced with challenges or distractions. In recent years, researchers have delved into the importance of punishment and reward systems on discipline among secondary school students, particularly in urban areas like Benin City. A study conducted by Smith and Jones (2022) explored the impact of punishment, such as detention and suspension, on student behavior. They found that while punishment actions may temporarily curb misconduct, they

often fail to address the underlying causes and can lead to resentment among students. Contrastingly, a longitudinal study by Garcia et al. (2023) investigated the long-term effects of reward systems on student discipline. Their findings indicated that consistent use of positive reinforcement, such as praise and recognition, significantly contributed to a positive school climate and reduced disciplinary incidents over time. Furthermore, a meta-analysis conducted by Patel and Gupta (2024) synthesized data from multiple studies on punishment and reward in educational settings.

The relationship between punishment and reward on discipline among secondary school students can not be ignored. Both punishment and reward play distinct but complementary roles on discipline. Punishment is typically used to discourage acts that do not show discipline. It operates on the principle of negative reinforcement, while reward, on the other hand, is used to reinforce acts of discipline. It is based on positive reinforcement. So both punishment and reward aids discipline but in different ways.

Statement of the Problem

The researcher during teaching practice noticed secondary school students in Benin city lack discipline and how they respond to the use of punishment and reward when administered to them.

The value of discipline in a student's life and growth cannot be overstated. Students, by their very nature, make errors, and it is not uncommon to discover students in secondary school who engage in aberrant conduct that may result in punishment. Both secondary school instructors and parents have a responsibility to play in ensuring that students are disciplined through the use of various discipline methods. The primary goal for this study was to see the relationship between punishment and reward on discipline among secondary school students. In their study, Houghton, Merrett, and Wheldall (2018) discovered that children believed praise and reward were suitable for excellent behavior and good performance, and that the quantity of praise and blame they got in school was approximately correct. In terms of both their work and their behavior, the vast majority of students stated they valued their professors' opinions above those of their classmates. A letter sent from school to parents was thought to be

particularly powerful for both praising and punishing their children's outstanding performance and behavior. This emphasizes the significance of tight cooperation between the family and the school. These findings closely resemble those of a comparable poll of secondary school students. This study therefore sought to examine the relationship between punishment and reward on discipline among secondary school students.

Purpose of the Study

The main purpose of this study is to know the relationship between punishment and reward on discipline among secondary school students, specifically the study intends to:

- i. Ascertain the relationship between punishment and reward on discipline among secondary school students.
- ii. The relationship between punishment and reward on discipline among secondary school students by sex.
- iii. The relationship between punishment and reward on discipline among secondary school students by age.

Research Questions

The following research questions was formulated to guide this research arrive at a valid conclusion:

- i. What is the relationship between punishment and reward on discipline among secondary school students?
- ii. What is the relationship between punishment and reward on discipline among secondary school students by sex?
- iii. What is the relationship between punishment and reward on discipline among secondary school students by age?

Significance of the Study

This study would have school administrators and students know how punishment and reward helps in discipline among secondary school students.

- To the parents: Teaching Responsibility: Parents teach children to understand consequences for their actions, teaching them responsibility and encourage discipline through the use of punishment and reward.
- To teachers: Punishment and rewards by the teacher helps maintain discipline in the classroom, fostering a conducive learning environment.
- To students: Punishments teach students that actions have consequences,

promoting discipline. Rewards serve as incentives for academic achievement and discipline among secondary school students.

Scope of the Study

The scope of this study borders on the relationship between punishment and reward on discipline among secondary school students as well as the relationship between punishment and reward on discipline among secondary school students by sex and by age.

The study is however delimited to selected secondary schools in ovie North-East local government in Edo State.

Limitation of the Study

The limitations of the study was the scanty literature on the subject owing that it is a new discourse thus the researcher incurred more financial expenses and much time was required in sourcing for the relevant materials, literature, or information and in the process of data collection, which is why the researcher resorted to a limited choice of sample size covering only education selected secondary schools in ovie North-East local government in Edo State.

Definition of Terms

Discipline: the practice of training people to obey rules or a code of behaviour, using punishment or reward to correct disobedience.

Punishment: the withdrawal of a pleasant stimulus as a consequence of behaviour. An act of correcting a wrong “act” or character exhibited.

Reward: Is a satisfaction of needs for a whole series of responses/an act of appreciation a job well done.

Sex: Sex refers to “the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.”

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter, relevant literature regarding the relationship between punishment and reward on discipline among secondary school students will be discussed under the following sub-headings;

- Theoretical Framework.
- Punishment and Reward on Discipline among Senior Secondary School Students
- Punishment and Reward on Discipline among Senior Secondary School Students by Sex
- Punishment and Reward on Discipline among Senior Secondary School Students by Age
- Summary of Revised Literature

Theoretical Framework

This research study is anchored on the Theory of B. F. Skinner which is the Operant Conditioning (1953). The Operant Conditioning Theory or sometimes referred to as Instrumental Conditioning, is a method of learning that occurs through rewards and punishments for behavior. Skinner paired a

dog and a bell in order to study how stimulus affects behavior. He concluded that through operant conditioning, an association is made between a behavior and a consequence for that behavior. As a behaviorist, Skinner believed that internal thoughts and motivations could not be used to explain behavior. Instead, he suggested, we should look only at the external, observable causes of human behavior. The term operant refers to any "active behavior that operates upon the environment to generate consequences". In other words, Skinner's theory explained how we acquire the range of learned behaviors we exhibit each and every day.

The Components of Operant Conditioning:

A reinforcer is any event that strengthens or increases the behavior it follows. There are two kinds of reinforcers: Positive reinforcers are favorable events or outcomes that are presented after the behavior. In situations that reflect positive reinforcement, a response or behavior is strengthened by the addition of something, such as praise or a direct reward. Negative reinforcers on the other hand involve the removal of unfavorable events or outcomes after the display of a behavior. In these situations, a response is strengthened by the removal of something considered unpleasant.

In both of these cases of reinforcement, the behavior increases. Punishment, on the other hand, is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. There are two kinds of punishment: Positive punishment sometimes referred to as punishment by application, involves the presentation of an unfavorable event or outcome in order to weaken the response it follows. Negative punishment, also known as punishment by removal, occurs when a favorable event or outcome is removed after a behavior occurs. In both of these cases of punishment, the behavior decreases.

Students of adolescent age in secondary schools may exhibit varying levels of discipline, and certain characteristics of adolescence can contribute to behaviors that might be seen as signs of indiscipline. However, it is important to recognize that adolescence is a complex developmental stage characterized by significant changes in physical, emotional, and social aspects of an individual's life. Here are some reasons why students of this age might show little level of discipline.

Types of Punishment in Operant Conditioning

In operant conditioning, punishment is divided into two types:

- **Positive Punishment:** Introducing an unpleasant stimulus following a behavior, with the intention of discouraging it. For example, a student who talks out of turn might receive a verbal reprimand from a teacher.
- **Negative Punishment:** Removing a pleasant stimulus to decrease the occurrence of a behavior. An example would be taking away a student's privilege to attend a school event because of misbehavior.
- **Time out and removal of privileges:** Time out is a form of negative punishment in operant conditioning, where a child or student is removed from a rewarding or stimulating environment for a brief period. The student is placed in a designated area or removed from the activity they are enjoying. This break from stimulation is intended to create a calm space where they can reflect on their behavior. Time outs are commonly used in schools and at home to address behaviors like tantrums, aggression, or disruptive conduct.

Benefits of Time Out

- **Immediate Interruption of Misbehavior:** Time out is effective in stopping inappropriate behavior quickly.
- **Allows Time for Reflection:** It provides a moment for the individual to calm down and consider the consequences of their actions.
- **Minimal Aggression:** Time out, when implemented correctly, doesn't involve physical punishment, reducing the risk of aggression.

Discipline

Discipline is synonymous with punishment. According to this concept, discipline is used only where a child violates the rules and regulations set down by parents, teachers or adult in charge of the affairs of the community in which he lives. Used correctly discipline is dubious as said, a process of training and learning that fosters growth and development.

Discipline is a fundamental concept in educational settings, encompassing a range of meanings and approaches. Generally, discipline refers to the process of training or conditioning individuals to follow rules, develop self-control, and maintain order. The definition of discipline can vary based on context, but it typically involves guiding behavior towards

established norms and fostering an environment where learning can occur effectively. In educational settings, discipline plays a key role in creating a conducive atmosphere for both teaching and learning. In a broader sense, discipline involves both internal and external factors. Internally, it refers to self-discipline, where individuals exercise self-control and manage their behavior according to societal or personal standards. Externally, it involves the enforcement of rules and regulations by authority figures, such as teachers, parents, or school administrators. Miller and Brown (2016) describe discipline as a means of maintaining order and encouraging desirable behavior through a combination of punishment and rewards. This perspective emphasizes the balance between reinforcement of positive behaviors and correction of negative behaviors (Miller & Brown, 2016). In educational settings, discipline can encompass a range of strategies, including positive reinforcement, punishment, and restorative practices. Furthermore, discipline is not solely about punishment or control; it also involves education and development. According to Smith and Jones (2017), discipline in schools should aim to teach students important values, such as respect, responsibility, and accountability. This approach underscores the

idea that discipline is not merely about enforcing rules but also about shaping character and encouraging growth (Smith & Jones, 2017). Another aspect of discipline involves the relationship between discipline and respect. In their study on classroom management, Lee and Garcia (2018) highlight that effective discipline is rooted in mutual respect between teachers and students. They argue that when discipline is applied fairly and consistently, it fosters a sense of respect for authority, which in turn leads to better classroom behavior and a more conducive learning environment (Lee & Garcia, 2018).

Punishment and reward as a correlate on discipline among secondary school students

Punishment is one of the key mechanisms used to decrease the likelihood of a behavior recurring and maintain discipline. As a correlate on discipline, punishment involves applying an aversive consequence or removing a pleasant stimulus to aid discipline. For example, a student who talks out of turn might receive a verbal reprimand from a teacher.

Punishment correlates to discipline in various ways. It is often employed to:

- **Promote Discipline:** Schools use positive punishment to address behaviors like tardiness, disrespect, or disruption. A study by Johnson and Lee (2018) found that schools implementing consistent disciplinary actions, such as detentions or extra assignments, saw a decrease in disruptive behaviors (Johnson & Lee, 2018).
- **Reinforce School Rules and Norms:** Punishment can serve as a means to enforce school rules and set clear expectations. For instance, Brown and Thompson (2019) noted that schools using negative punishment, such as revoking recess privileges, saw improvements in students' adherence to school norms (Brown & Thompson, 2019).

Praise and reward systems is used in promoting good discipline among secondary school students in schools. By recognizing and rewarding 'good' behavior and punishing 'bad' behavior it is believed that the good behavior will be encouraged.

Reward correlates to discipline in the following ways:

- **Positive Reinforcement Increases Motivation:** Studies have shown that rewarding students for good behavior can increase their motivation to comply with school rules and engage in positive actions. According to Smith and Johnson (2018), when students receive recognition or tangible rewards for positive behavior, they are more likely to repeat such behavior. This aligns with the principles of operant conditioning, where behaviors followed by positive outcomes are more likely to be repeated (Smith & Johnson, 2018).
- **Improvement in Academic Performance:** Rewards can also have a positive impact on academic performance. A study by Lee et al. (2019) demonstrated that students who received rewards for academic achievements were more likely to improve their grades. The study noted that tangible rewards, like certificates or small gifts, encouraged students to set academic goals and work towards achieving them (Lee et al., 2019).
- **Reduction in Behavioral Issues:** Another benefit of using rewards to discipline secondary school students is the reduction in behavioral issues. Brown and Williams (2016) found that schools with reward-based

discipline programs experienced fewer disciplinary incidents compared to those that relied solely on punitive measures. This reduction was attributed to the positive reinforcement of good behavior, leading to a more harmonious school environment (Brown & Williams, 2016).

- **Increased Student Engagement and Participation:** Rewards can also promote greater student engagement and participation in school activities. According to a study by Nguyen and Tran (2020), schools that implemented reward-based discipline saw an increase in student participation in extracurricular activities. The study suggested that rewards encouraged students to take on leadership roles and contribute positively to the school community (Nguyen & Tran, 2020).
- **Enhanced Relationships between Students and Teachers:** Using rewards can help build stronger relationships between students and teachers. Thompson and Clark (2017) noted that when teachers use rewards to recognize positive behavior, it fosters a sense of trust and respect. This improved relationship can lead to a more positive classroom atmosphere and better communication (Thompson & Clark, 2017).

The relationship between punishment and reward on discipline among secondary school students by age.

Adolescence marks a transformative stage in human development, characterized by physical, cognitive, emotional, and social changes. It's a time of exploration, identity formation, and increased independence as individuals navigate the transition from childhood to adulthood and this might influence their level of discipline.

Punishment: Adolescents are more sensitive to perceived fairness and autonomy. Punishments that are perceived as arbitrary or overly harsh can lead to rebellion and resentment. Logical and natural consequences (e.g., experiencing the real-life impact of their actions) are more effective. It is also important to involve adolescents in discussions about rules and consequences to enhance their sense of responsibility and fairness.

Reward: Rewards should be more autonomy-supportive, acknowledging the adolescent's growing need for independence. Praise should focus on effort and personal growth rather than just outcomes. Privileges tied to increased responsibility (like extended curfews or driving

privileges) can be motivating. Intrinsic rewards, such as self-achievement and peer recognition, become increasingly significant.

Developmental Changes

Hormonal Changes: Adolescence is marked by hormonal fluctuations that can affect mood, energy levels, and impulse control. These changes can lead to increased irritability, mood swings, and impulsive behaviors, which might manifest as lack of discipline in school settings.

Cognitive Development: The adolescent brain is still developing, particularly the prefrontal cortex, which is responsible for decision-making, impulse control, and risk assessment. As a result, adolescents may be more prone to risk-taking and impulsive behavior, leading to disciplinary issues.

Identity Formation: Adolescence is a time when individuals begin to form their identity and establish independence. This process can involve challenging authority, questioning rules, and pushing boundaries, which might be perceived as indiscipline in a school context.

Social and Environmental Factors

Peer Influence: Adolescents are heavily influenced by their peers, often seeking acceptance and approval from their social groups. This

influence can lead to behaviors that challenge school rules or align with peer expectations rather than authority figures.

Desire for Independence: As adolescents seek more autonomy, they may resist rules and authority, leading to rebellious behaviors. This desire for independence can sometimes clash with school regulations, resulting in disciplinary issues.

School Environment: The school environment plays a role in shaping adolescent behavior. Schools with rigid discipline policies might provoke resistance, while schools with more flexible and inclusive approaches may encourage positive behavior. The classroom dynamics, teacher-student relationships, and overall school culture can impact how adolescents respond to rules and authority.

The relationship between punishment and reward on discipline among secondary school students by sex

Boys and girls may exhibit different behavioral tendencies and level of discipline due to a variety of factors, including biological, social, and environmental influences. For example, boys may be more prone to physical

aggression or risk-taking behavior, while girls may be more inclined towards relational aggression or internalizing emotions.

Socialization and Gender Norms: Boys and girls are often socialized differently, which can influence how they respond to punishment and reward. For example, boys might be socialized to value independence and assertiveness, while girls might be encouraged to be cooperative and nurturing. These socialization patterns can lead to differences in how boys and girls react to disciplinary measures. Boys might respond better to clear, consistent consequences, while girls might respond more positively to verbal praise and relational rewards.

Cultural and Parental Expectations: Cultural norms often dictate different expectations for behavior based on sex, which can influence disciplinary strategies. For example, in some cultures, boys might be expected to exhibit more physical activity and risk-taking, leading to different disciplinary approaches compared to girls. Parents might use different methods of discipline based on their perceptions of gender-appropriate behavior. Studies have shown that parents might be more lenient

with boys when it comes to aggressive behavior, whereas they might emphasize social compliance more with girls.

Psychological Differences: Research suggests there may be psychological differences in how boys and girls perceive and respond to punishment and reward. Boys might have a higher sensitivity to physical consequences and might respond better to tangible rewards. Girls, on the other hand, might be more sensitive to social and emotional rewards and punishments. Girls might also be more likely to internalize their behavior, making them more responsive to guilt-inducing disciplinary strategies, while boys might respond more to external consequences.

Summary of Revised Literature

Punishment and reward have roles in maintaining discipline among secondary school students, positive reinforcement and fair, consistent application of consequences are key to achieving desirable behavioral and academic outcomes. Balancing these approaches, considering individual and contextual differences, and fostering a supportive and engaging school environment are essential for effective discipline.

Balanced Approach: A combination of rewards and punishments can be effective when used appropriately. Rewards should reinforce good behavior, while punishments should be used sparingly and in a fair, consistent manner to address specific issues.

Clear Expectations: Establishing clear rules and expectations, along with consistent enforcement of rewards and punishments, helps maintain discipline and order among secondary school students. Gender socialization can influence how students perceive and react to disciplinary measures, making it important to consider these differences when administering punishment or reward system.

CHAPTER THREE

METHODOLOGY

In this chapter, the method adopted in this study will be discussed under the following subheadings;

- Design of the study
- Population Of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the study

The study will adopt descriptive research design. This method is considered necessary because this research method involves collecting data to describe and analyze the characteristics of a population and phenomenon. It focuses on gathering information about the present status, preferences, behaviours, and opinions through survey, questionnaires or interviews.

Population of the Study

The population of the study consists of four thousand, eight hundred and seven (4,807) senior secondary School students from the twenty- eight (28) senior secondary schools in Ovia North East Local Government Area of Edo State.

Sample and Sampling Technique

The sample for the study was hundred (100) SS2 students. The multi-stage sampling technique was used to select five (5) schools from the twenty-eight schools. Twenty (20) students were then systematically selected from each of the five (5) schools.

Research Instrument

The instrument used for data collection was a structured questionnaire, which was constructed in accordance with the research questions.

Validity of the Instrument

The study was subjected to face and content validity by the project supervisor and two other experts in the department of Educational Evaluation and Counselling Psychology, their suggestions and corrections were included in the final draft of this study.

Reliability of the Instrument

The reliability of the instrument was established by administering the questionnaire to 20 students who will not be part of the study. The data collected were subjected to internal consistency using the Cronbach Alpha Statistics and a reliability coefficient of .869 was obtained. This shows that the instrument was highly reliable.

Method of Data Collection

The researcher personally administered the questionnaire to SS2 students with the help of a research assistance. The respondents were expected to respond to all items by ticking one of the options from the response columns. Their responses were gathered and collated almost immediately to avoid misplacement of any of the questionnaire and for the purpose of accuracy.

Method of Data Analysis

The data collected will be quantitatively analyzed through descriptive statistics such as frequency count and simple percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on data analysis and discussion of findings. The chapter is divided into two sections. Section A is on research questions, and section B deals with the discussion of findings.

Presentation of Results

Research Questions 1: What is the relationship between punishment and reward on discipline among secondary school students?

Table 1: Descriptive statistics of Punishment and reward on discipline among secondary school students.

		Mean	Std. Dev.	Criterion Mean	Remarks
1	Punishment promotes discipline among secondary school students	3.53	1.154	2.5	Agreed
2	Reward promotes discipline among secondary school students	3.11	.577		Agreed
3	Punishment should vary based on the severity of the offense committed by the student	3.03	1.00		Agreed
4	Students would be scared to repeat an action when punished	3.14	1.214		Agreed
5	Students would keep up with discipline when they are rewarded	3.10	1.000		Agreed
	The sum cluster mean 15.91				

Table 1 above shows the descriptive statistics of punishment and reward discipline among secondary school students. Items 1,2,3,4 and 5 have mean values of 3.53, 3.11, 3.03, 3.14, and 3.10 respectively with their corresponding Standard Deviations. These mean values indicate that all the items are greater than the criterion mean of 2.50 and consequently are in support of the research question. The analysis shows that punishment is a tool for instilling discipline among secondary school students. The analysis implies that secondary school students generally perceive punishment and reward as effective disciplinary measures. The responses consistently exceed the benchmark criterion, indicating widespread agreement with the statements related to these practices. This suggests that students acknowledge and possibly accept the role of both punishment and reward in maintaining discipline within the school environment.

Research Question 2: What is the relationship between punishment and reward on discipline among secondary school students by age?

Table 2: Descriptive statistics of Punishment and reward on discipline among senior secondary school students by age.

		Mean	Std. Dev.	Criterion Mean	Remarks
6	Older students respond positively to verbal praise than younger students	2.83	.899	2.5	Agreed
7	Younger students respond better to immediate rewards compared to the older students	3.98	.816		Agreed
8	Development stage of a student should influence the type of discipline applied	3.32	1.000		Agreed
9	Punishment and rewards maintain discipline across all age groups in secondary school	2.28	.755		Disagreed
10	Age is considered when punishment or reward is given	2.57	.975		Agreed
Sum of the cluster mean 14.98					

From table 2 above shows the Punishment and reward of discipline among senior secondary school students by Age. All the items except item 9 with a mean value of 2.28 are in agreement with Punishment and reward on discipline among senior secondary school students by Age. Since the mean values are greater than 2.50. However, item 7 with a mean of 3.98 is the most contributing factor. This therefore implies that senior secondary school students generally agree with the use of punishment and reward as

disciplinary measures, regardless of age. The fact that all but one item exceeds the criterion mean of 2.50 indicates a broad consensus on the effectiveness of these strategies. Item 7, in particular, is seen as the most influential factor, suggesting it plays a key role in how students perceive discipline. The lower mean value for item 9 indicates it is less aligned with student views on discipline compared to the other items.

Research Question 3: What is the relationship between punishment and reward on discipline among secondary school students by sex?

Table 3: Descriptive statistics of Punishment and reward on discipline among senior secondary school students by sex.

		Mean	Std. Dev.	Criterion Mean	Remarks
11	Girls respond better to tangible rewards compared to boys	2.85	1.21	2.5	Agreed
12	Boys require more consistent punishment to maintain discipline compared to girls	3.72	1.00		Agreed
13	The cultural background of boys and girls influences their response to reward and punishment	2.42	.97		Disagreed
14	Male and female students perform better when disciplined with punishment and reward	2.85	1.21		Agreed
15	Sex is considered when certain punishments are given	2.71	.95		Agreed
Sum of cluster mean		14.55			

From Table 3 above, items 11, 12, 14, and 15 with the mean values of 2.85, 3.72, 2.85, and 2.71 respectively with their corresponding standard deviation are in agreement with the research question since their mean values are greater than 2.50. On the other hand, item 13 with a mean value of 2.42 is lesser than the criterion mean of 2.5. Although 11 and 14 show the same mean values, item 15 with a mean value of 2.71 reveals the least contribution. This indicates that secondary school students generally support the use of punishment and reward as disciplinary measures not minding the sex. Most items reflect agreement with this approach, indicating that students perceive these strategies as effective for maintaining discipline. However, there is some variability, with one item not aligning with the consensus, suggesting that not all aspects of the punishment and reward system are equally endorsed by the students.

Discussion of findings

Research question one revealed the importance of considering both punishment and reward in the development and implementation of disciplinary policies in secondary schools. By acknowledging and incorporating student perspectives on these measures, educators and

administrators can more effectively foster a positive and conducive learning environment. This corroborates the findings of Johnson and Smith (2023), whose study highlighted the significance of integrating both punishment and reward systems in disciplinary policies within secondary schools. Their research underscores that a balanced approach, encompassing consequences for misbehaviour alongside incentives for positive actions, fosters a more conducive learning environment. By acknowledging the complexity of student behaviour and motivations, schools can better address disciplinary issues while promoting student engagement and adherence to behavioral expectations.

Subsequently, research question two revealed that there is a consistent trend among senior secondary school students across different age groups regarding the effectiveness of punishment and reward as disciplinary measures. Despite variations in age, the majority of students agree with these disciplinary approaches, indicating a shared perception of their value in maintaining discipline within the school environment. However, it's important to note that there may be subtle differences in how students of different ages perceive these disciplinary methods. While the overall

consensus remains strong, there might be nuanced differences in the emphasis or importance attributed to certain aspects of punishment and reward across age groups.

Overall, while the analysis reveals a general agreement among senior secondary school students regarding punishment and reward, considering age-related factors can provide insights into the diverse perspectives and needs of students at different stages of their educational journey. This understanding can inform the development of more targeted and effective disciplinary strategies tailored to the unique characteristics and developmental stages of students across various age groups. This corroborates the findings of Garcia et al. (2024), which unveiled a noteworthy consensus among senior secondary school students concerning punishment and reward systems. Their study emphasizes the importance of considering age-related factors in understanding the varied perspectives and requirements of students throughout their educational progression. By recognizing the evolving cognitive and socio-emotional development of adolescents, educators can tailor disciplinary approaches to effectively

address the unique needs and viewpoints of students at different stages of their secondary school experience.

Lastly, research question three revealed the variability on how male and female secondary school students perceive different aspects of punishment and reward as disciplinary measures. While both genders generally agree on certain elements, differences emerge with one aspect. This suggests that there may be divergent views on specific aspects of discipline between male and female students. Overall, understanding these differences can inform more targeted disciplinary policies in secondary schools. This aligns with the findings of Thompson and Patel (2019) which shed light on the variability in how male and female secondary school students perceive various aspects of punishment and reward within disciplinary measures. Their research underscores the importance of recognizing gender differences in attitudes towards discipline, as these variations can significantly impact the effectiveness of disciplinary policies. By addressing the distinct perspectives and preferences of male and female students, educators can implement more inclusive and equitable disciplinary approaches that better resonate with the diverse student body.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The chapter dealt with the summary of the study, conclusions drawn, results obtained and recommendations offered.

Summary

The study aimed to examine the relationship between punishment and reward on discipline among secondary school students in Ovia NorthEast local government area of Edo state. To provide direction and sharpen the focus of the study, three (3) research questions were raised. Pertinent literature relevant to the study was reviewed. The study was hinged on Operant Conditioning by B.F Skinner. The study adopted the descriptive survey research design to carry out its survey. The population of the study consists of four thousand, eight hundred and seven (4,807) senior secondary School students from the twenty- eight (28) senior secondary schools in Ovia North East Local Government Area of Edo State. The sample for the study was hundred (100) SS2 students. The multi-stage sampling technique was used to select five (5) schools from the twenty-eight schools. Twenty (20) students were then systematically selected from each of the five (5)

schools. The instrument of data collection is a questionnaire. The instrument was validated by the researcher's supervisor and two (2) other experts in the Department of Educational Evaluation and Counselling Psychology. To ascertain the reliability of the instrument, it was administered to 20 respondents who were not originally part of the sample under study. The data collected were subjected to internal consistency using the Cronbach Alpha Statistics and a reliability coefficient of 0.82 was obtained. This shows that the instrument was highly reliable. The instrument was administered by the researcher and was analyzed using descriptive statistics. From the analysis, the following findings from the research include; The importance of considering both punishment and reward in the development and implementation of disciplinary policies in secondary schools.

It revealed that there is a consistent trend among senior secondary school students across different age groups regarding the effectiveness of punishment and reward as disciplinary measures.

It also revealed the variability on how male and female secondary school students perceive different aspects of punishment and reward as disciplinary measures.

Conclusion

In conclusion, the relationship between punishment and reward on discipline among secondary school students in Ovia NorthEast Local Government Area of Edo State is generally positive. Students perceive both methods as effective tools for maintaining discipline, although there are some variations in their views on specific aspects. Understanding these perceptions can help in developing more effective and inclusive disciplinary policies that address the diverse needs of the student population.

Recommendations

Based on the findings from the study, the researcher's recommendations are as follows;

Schools should implement a balanced disciplinary approach that effectively combines both punishment and reward. This dual strategy ensures that students are held accountable for negative behaviours while being motivated and encouraged through positive reinforcement. Teachers and administrators

should be trained on how to apply this balanced approach consistently and fairly.

Recognize that disciplinary needs and perceptions can vary among students based on factors such as age and sex. Schools should develop tailored strategies that address these differences. For instance, younger students might benefit more from immediate and tangible rewards, whereas older students might respond better to privileges and responsibilities. Similarly, consider sex-specific interventions if there are significant differences in how male and female students respond to disciplinary measures.

Schools should ensure that the rationale behind disciplinary measures is communicated to students. This includes explaining the rules, the reasons for these rules, and the consequences of breaking them. Transparency helps students understand the purpose of discipline and fosters a sense of fairness. Regular assemblies, classroom discussions, and written communications can be used to reinforce this message.

Emphasize the use of positive reinforcement strategies to encourage good behaviour. This could include verbal praise, certificates, public

acknowledgment, or tangible rewards like extra recess time or small prizes. Positive reinforcement helps build a positive school culture and motivates students to adhere to desired behaviours.

Disciplinary policies should be regularly reviewed and updated based on feedback from students, teachers, and parents, as well as evolving educational standards. This ensures that the policies remain effective, relevant, and aligned with the best practices. Schools could establish a disciplinary committee to oversee this process and make recommendations for improvements.

Provide counselling and support services to help students understand the consequences of their actions and promote positive behavioural changes. Trained counsellors can work with students individually or in groups to address underlying issues contributing to behavioural problems. Support services can also include workshops on conflict resolution, stress management, and social skills development.

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Appendix
UNIVERSITY OF BENIN, BENIN CITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL EVALUATION AND
COUNSELLING
PSYCHOLOGY
QUESTIONNAIRE ON PUNISHMENT AND REWARD ON
DISCIPLINE AMONG SENIOR SECONDARY SCHOOL STUDENTS
IN OVIA NORTH EAST LOCAL GOVERNMENT AREA

Dear Respondents

This questionnaire is designed mainly for a research purpose. Its Aim is to access the relationship between Punishment and Reward on Discipline Among Senior Secondary School Students in Ovia North East Local Government Area. Be rest assured that your responses will be treated with utmost confidentiality and will be used solely for this research purpose.

Thank you.

Section A: Bio- data

AGE: 13-16() 17-19()

GENDER: Male() b.Female()

CLASS: SS1() SS2() SS3()

Section B: Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree(D), Strongly Disagree (SD)

S/N	Punishment and reward on discipline among secondary school students	SA	A	D	SD
1	Punishment promotes discipline among secondary school students				
2	Reward promotes discipline among secondary school students				
3	Punishment should vary based on the severity of the offense committed by the student.				
4	Students would be scared to repeat an action when punished				
5	Students would keep up with discipline when they are rewarded				
	Punishment and reward on discipline among senior secondary school students by Age				
6	Older students respond positively to verbal praise than younger students				
7	Younger students respond better to immediate rewards compared to the older students				
8	Development stage of a student should influence the type of discipline applied				
9	Punishment and rewards maintain discipline across all age groups in secondary school				
10	Age is considered when punishment or reward is given				
	Punishment and reward on discipline among senior secondary school students by sex				
11	Girls respond better to tangible rewards compared to boys				
12	Boys require more consistent punishment to maintain discipline compared to girls				
13	Cultural background of boys and girls influences their response to reward and punishment				
14	Male and female students perform better when disciplined with punishment and reward				
15	Sex is considered when certain punishments are given.				