

Effects of Reward and Punishment on Classroom Discipline in Indian Pre-primary and Primary Schools, Oman

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Abstract: *A well-managed classroom environment is a critical element in effective instruction, particularly with young learners. Reward and punishment are widely employed strategies in education to influence student behavior. While research has demonstrated that these strategies can yield both positive and negative outcomes, limited attention has been given to optimizing their implementation for greater effectiveness. Numerous scholars have noted that learning is most successful when students are well-disciplined. Although schools implement varying reward and punishment policies, they generally share a common objective: to motivate students to adopt positive behaviors and improve discipline. An effective system of rewards and sanctions should encourage positive student behavior, which serves as the foundation for a productive and creative learning environment. This study is to examine the effect of reward and punishment on the disciplinary issues of Indian school students in Muscat within the theoretical framework of B.F. Skinner's theory of operant conditioning. This study aims to investigate the extent to which rewards and penalties influence student behavior, as well as to examine the characteristics of these systems in five Indian schools in Muscat. Additionally, the study explores teachers' perceptions of the efficacy of the reward and punishment systems currently in use. The research involved the participation of teachers from these schools, with data collected via questionnaires that assessed the policies employed in managing student behavior. The findings provide insights into deficiencies in the use of reward systems, underscoring the importance of addressing issues related to classroom discipline. Furthermore, by illustrating the positive impact of reward systems, this study highlights the advantages of utilizing such systems more effectively to enhance behavior management in educational settings.*

Keywords: reward, punishment, behavior, discipline

1. Introduction

Teachers encounter numerous challenges in the teaching and learning process, with classroom management being one of the most significant. Effective behavior management is a critical component of overall classroom management and plays a pivotal role in creating a conducive learning environment. All teachers are bound to encounter some kind misconduct or disciplinary problems. Misbehavior is an activity which affects overall class room environment (Ding, Li, & Kulm, 2008). Classroom misbehavior disrupts the learning environment and impedes the teaching process, preventing both students and teachers from achieving their objectives and leading to issues with time management. In class misbehaviors endanger

teachers and students alike (Özben, 2010). One effective approach for maintaining classroom discipline is the use of rewards and punishments. Teachers can motivate students by employing these strategies to reinforce positive behavior and discourage misconduct.

Kompri (2016: 289) Reward means a reward, prize, award, or reward. Reward as an educational tool is given when a child does something good, or has achieved a target. This approach links an individual's actions and behavior with feelings of happiness and satisfaction, thereby encouraging the repetition of positive behaviors. Appreciation plays a crucial role in discipline, particularly in the development of children's self-regulation and behavior. Individuals are more likely to strive for improvement and maintain discipline when such behavior leads to achievement and productivity, which is then recognized and rewarded.

Kompri (2016: 291) punishment is defined as punishment or sanctions. Punishment is typically administered when specific targets are not met, or when a student's behavior deviates from the norms upheld by the school. While rewards serve as a form of positive reinforcement, punishment acts as a form of negative reinforcement. However, when applied appropriately and judiciously, punishment can also function as a motivational tool, encouraging students to adopt a disciplined approach to life.

2. Background of the study

Early Childhood and Primary Education lay the foundation for students' formal learning by introducing key concepts that will be developed across subjects. In these settings, rewards and punishments are often used to encourage discipline. Positive behavior is rewarded, while misconduct may be punished to reinforce appropriate actions.

2.1 Discipline

Current practices in classroom management do not seem to be eliminating the classroom discipline problems. Freiberg and Lamb (2009) stated that the issue of school discipline is one of the top three educational concerns. Educators and researchers have agreed that the teacher has the primary responsibility for classroom management, and have found that, in most situations, the teacher defines the rules and consequences for misbehavior (Freiberg & Lamb, 2009). Additionally, researchers supported the principle that communication between teachers and students regarding a discipline problem is beneficial to the learning environment (Freiberg & Lamb, 2009).

Students that are disciplined often arrive at school on time, follow all rules, and conduct themselves in accordance with accepted standards. A set of behaviors and a procedure that demonstrate the importance of order and compliance combine to generate discipline. It is expected to create a comfortable and peaceful learning environment in the classroom (Rachman & Agustian, 2016). The results of Sutrisno's research (2019) confirm that students' undisciplined behavior is shown by their daily behavior at school, such as truancy, arriving late, neglecting assignments, incomplete lesson notes, not in full uniform, lazy to follow lessons, indifferent to class time, smoking, being rude, influencing friends to violate discipline, hanging out at the cafe near the school, and acting hyperactive in class. Rewards and punishments are methods used by educators to encourage children's discipline, foster enthusiasm for learning, and cultivate positive character traits. Additionally, these strategies help prevent potential misbehavior and character misalignment in students.

2.2 Rewards and Punishments

Mansfield (2017) shows students' perception of reward and punishment has been found to impact on their recognition and sense of belonging in the school, which in turn have implications student academic performance and social behavior. The results of Surbakti's research (2019) state that reward is one way or educational tool to educate students to feel happy because their actions and work are rewarded. Hermanto (2020) stated that there is a significant influence between the provision of punishment on student learning discipline. In Misriyah's research (2015), the reward has implications for increasing motivation to take action according to character education values. The balance in implementing reward and punishment is very important to keep the response going as expected by the teacher focused on giving punishment for every mistake without seeing the kindness done by the child will cause the child to become rebellious person and easily lie, this is in line with what Imam Al-Ghazali said, one of the leading Islamic philosophers (Fuji Rahmadi, 2016).

In Indian schools in Oman rewards and punishments are utilized by educators to enhance children's discipline, increase enthusiasm for learning, and foster the development of positive character traits, while also preventing potential misalignment in behavior.

3. Research Methodology

3.1 Research Design

This research employs a quantitative approach to analyze the effectiveness of rewards and punishments in maintaining classroom discipline as implemented by teachers. It will significantly explore participants' perspectives on managing student behavior. A convenience non-probability sampling method, specifically snowball sampling, has been utilized to select participants from a population based on a non-random pattern. The study focuses on the analysis of concrete data and numerical figures.

This research will conduct a survey aimed at investigating and identifying effective methods for instilling classroom discipline in students. The survey approach is deemed the most appropriate strategy for this investigation.

3.2 The setting of the study

This research involved teachers from five Indian schools in Oman as participants. Each class consists of approximately 45 students. The names of the schools are as follows:

- 1) Indian school Muscat.
- 2) Indian school Darsait.
- 3) Indian school Wadi-Kabir.
- 4) Indian school Bousher.
- 5) Middle east nursery.

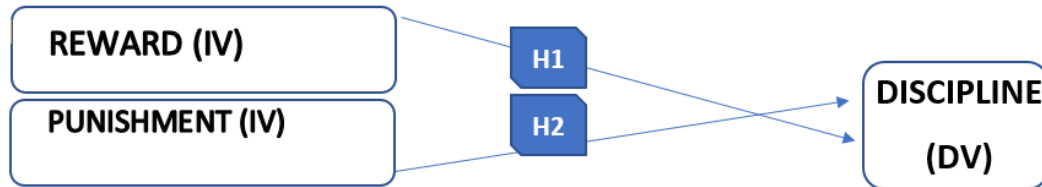
3.3 Population of the study

The target population for this research comprises primary and pre-primary school teachers working in Indian schools in the Muscat region. The researcher will employ the snowball sampling technique, specifically the exponential non-discriminative method, to collect data from 45 participants. Selection will be based on a non-random pattern, and only teachers will be included in this survey, excluding individuals from non-teaching backgrounds.

3.4 Sampling size and method

- The sample size for this study will be 30 participants.
- A convenience non-probability sampling method utilizing the snowball technique will be employed, specifically the exponential non-discriminative snowball method.
- Participants will be selected from a population based on a non-random sampling pattern.

3.5 Conceptual Framework



In the conceptual framework, rewards and punishments are identified as the two independent variables or external stimuli that contribute to the dependent variable, which is discipline. To achieve this outcome, various types of rewards and punishments will be utilized by teachers in the classroom setting.

4. Instruments

The primary instrument for data collection in this research will be a questionnaire. The questionnaire will be structured into four sections:

- **Demographic Information:** This section will gather data regarding the participants' demographic characteristics.
- **Disciplinary Practices:** This section will focus on the practices that teachers employ to discipline students.
- **Effectiveness of Rewards:** This section will assess the effectiveness of rewards in managing students' discipline issues.
- **Effectiveness of Punishments:** This section will evaluate the effectiveness of punishments in addressing students' discipline problems.

The questionnaire will consist of five sections and will utilize a 5-point Likert scale to measure responses across the research variables, where 1 indicates "strongly disagree," 2 denotes "disagree," 3 represents "neutral," 4 signifies "agree," and 5 indicates "strongly agree."

5. Data Collection Procedure

The current study employed data collected from surveys. The questionnaire utilized closed-ended questions to enhance the efficiency of the data collection process. The survey was administered using Google Forms, with questions designed specifically based on the research objectives.

5.1 Data Analysis

Demographic Data: The age distribution indicates that individuals aged 31-40 show the highest interest in investigating the effects of reward and punishment on classroom discipline, comprising 60% of respondents. Interest declines among those aged 41-50, and individuals below 20 and over 50 are less likely to participate. Females represent a significant majority at

82.2%, while males account for 17.8%. However, gender does not determine interest or expertise. Regarding education, 71.1% of respondents hold a Master's degree, 15.6% hold a Bachelor's degree, and 11.1% have a Doctorate or other advanced degrees. Those with 11-20 years of experience show the most interest, representing 42.2% of respondents, while 42.2% have less experience, 11.2% have 21-30 years, and only 4.4% have 30 years or more. In terms of teaching hours, 31.1% of respondents teach 4 hours or more, and 26.7% teach 5 hours or more, indicating a strong interest in the impact of rewards and punishments on classroom discipline.

5.2 Types of rewards and punishments used by the teachers

1) Talked it over with the child.

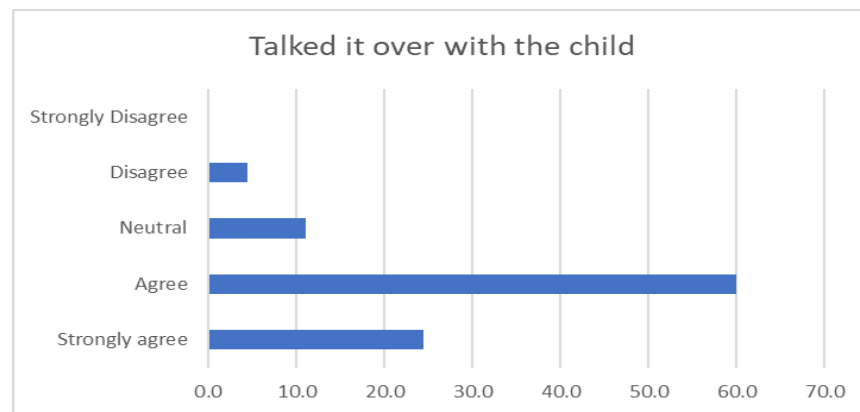


Figure 1: talked it over with the child

Based on the distribution of responses regarding discussions of classroom discipline with their children, a majority of respondents (84.4%) reported having these conversations, with 24.4% strongly agreeing and 60.0% agreeing. Only a small percentage were neutral (11.1%) or disagreed (4.4%)

2) Ignored the bad behavior.

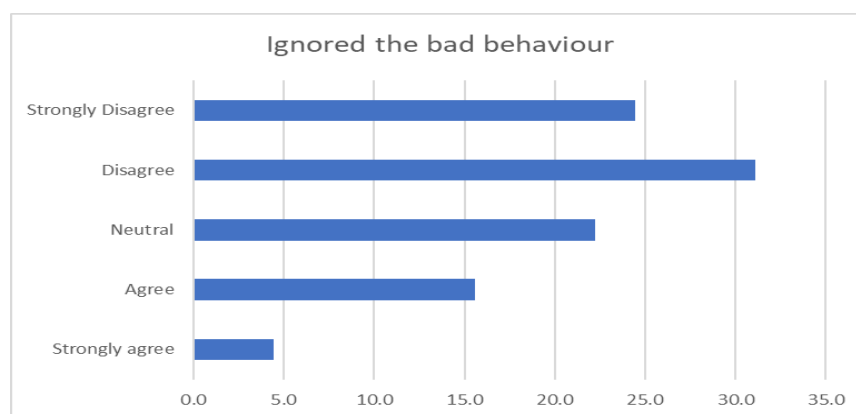


Figure 2: ignored the bad behavior

According to the response distribution regarding whether respondents ignore bad behavior in the classroom, a plurality (31.1%) disagrees with the statement, while 24.4% strongly disagree. In contrast, only 20% agree, either strongly (4.4%) or generally (15.6%), with a larger percentage remaining neutral (22.2%).

3) Verbally reprimanded the child.

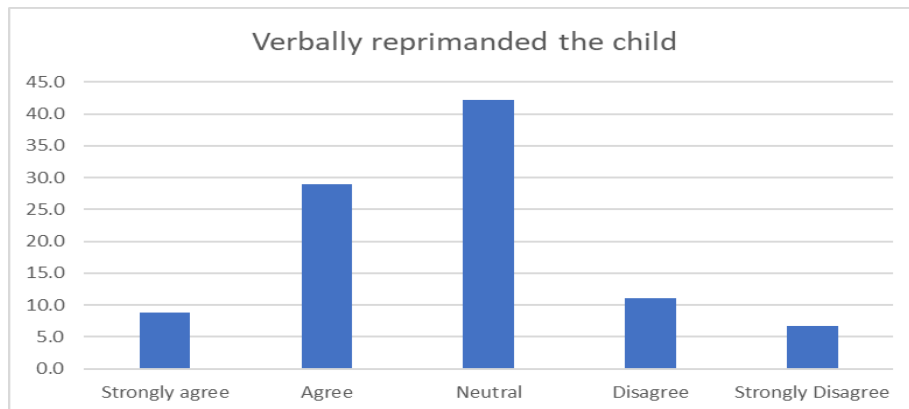


Figure 3: verbally reprimanded the child

Regarding the responses on whether the respondents have verbally reprimanded a child for bad behavior in the classroom, a plurality (42.2%) were neutral, while 28.9% agreed and 8.9% strongly agreed with the statement. A smaller percentage disagreed (11.1%) or strongly disagreed (6.7%).

4) Tried to teach better behavior.

Regarding the responses on whether the respondents have attempted to teach better behavior in the classroom, a significant majority (91.1%) either strongly agree (51.1%) or agree (40%) with the statement. Only a small percentage were neutral (6.7%), and none disagreed or strongly disagreed. This indicates that most respondents view teaching better behavior as a crucial aspect of promoting classroom discipline.

5) Used praises to encourage better behavior.

Regarding the responses on whether the respondents have used praise to encourage better behavior in the classroom, an overwhelming majority (97.8%) either strongly agree (62.2%) or agree (35.6%) with the statement. No respondents were neutral, disagreed, or strongly disagreed, suggesting that using praise as a method to promote better behavior is a widely accepted and commonly employed strategy for enhancing classroom discipline.

6) Sent the child to the corner/back of the room.

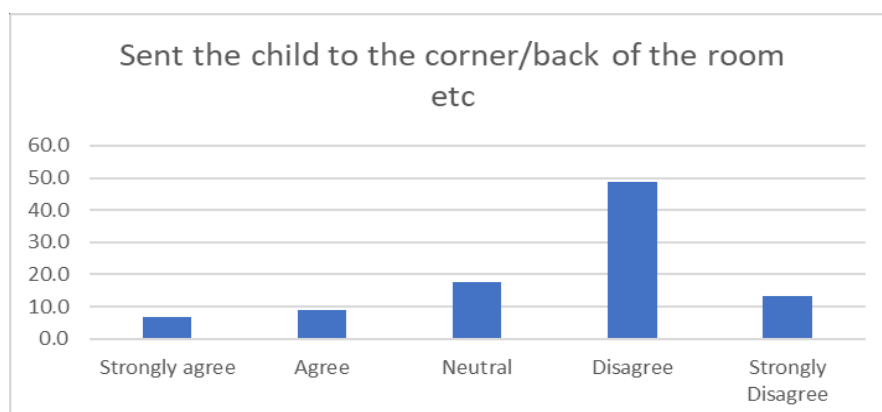


Figure 4: sent the child to the corner/ back of the room

Regarding the responses on whether the respondents have sent a child to the corner, the back of the room, or employed similar disciplinary actions, a majority (62.2%) either disagree (48.9%) or strongly disagree (13.3%) with the statement. A smaller percentage were neutral (17.8%), while only a minority agreed (8.9%) or strongly agreed (6.7%). This indicates that the use of physical positioning as a disciplinary measure is not widely accepted or practiced by respondents.

7) Sent the child out of the class (time out)

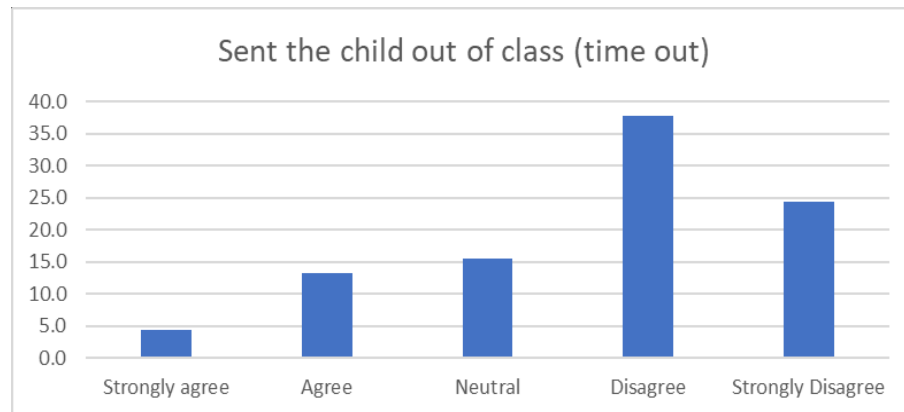


Figure 5: sent the child out of class

Regarding the responses on whether respondents have sent a child out of class as a disciplinary action (time out), a majority (62.2%) either disagree (37.8%) or strongly disagree (24.4%) with the statement. A smaller percentage were neutral (15.6%), while only a minority agreed (13.3%) or strongly agreed (4.4%). This indicates that sending a child out of class as a disciplinary measure is not widely accepted or employed among respondents.

8) Removed privileges.

Based on the distribution of responses regarding the use of privilege removal, such as loss of recess or field trips, as a disciplinary action, a majority of respondents (51.1%) either disagree (35.6%) or strongly disagree (15.6%) with the statement. A smaller percentage agreed (20%) or strongly agreed (4.4%), while an equal percentage remained neutral (20%). This suggests that removing privileges as a disciplinary measure is not widely accepted or utilized by respondents.

9) Detained the child.

Based on the distribution of responses regarding the removal of privileges, such as loss of recess or field trips, as a disciplinary action, a majority of respondents (51.1%) either disagree (35.6%) or strongly disagree (15.6%) with the statement. A smaller percentage agreed (20%) or strongly agreed (4.4%), while an equal percentage remained neutral (20%). This indicates that the use of privilege removal as a disciplinary measure is not widely accepted or employed by respondents.

10) Contacted child's parents.

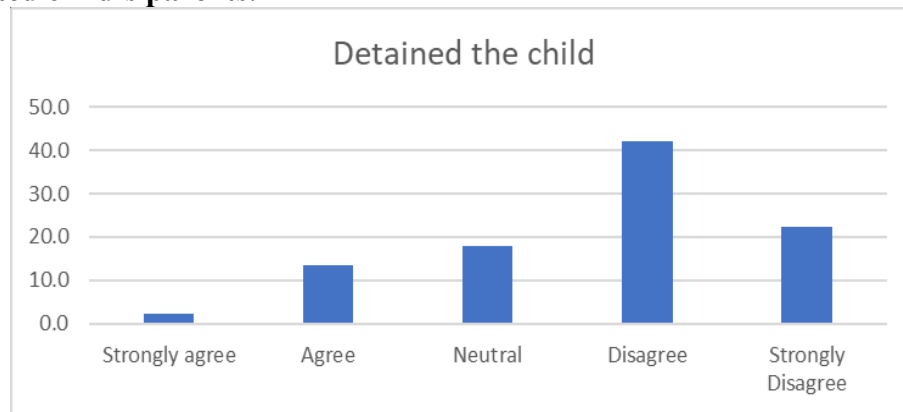


Figure 6: detained the child

Based on the distribution of responses regarding the detention of a child as a disciplinary action, a majority of respondents (64.4%) either disagree (42.2%) or strongly disagree (22.2%) with the statement. A smaller percentage agreed (13.3%) or strongly agreed (2.2%), while an equal percentage remained neutral (17.8%). This indicates that detaining a child as a disciplinary measure is not widely accepted or practiced among respondents.

11) Sent the child to the principal/executive.

Based on the distribution of responses regarding sending a child to the principal or administration as a disciplinary action, a significant percentage of respondents (44.4%) either strongly agree (4.4%) or agree (40.0%) with the statement. A sizable portion remained neutral (33.3%), while a smaller percentage disagreed (17.8%), with none strongly disagreeing. This suggests that sending a child to the principal or administration as a disciplinary measure is relatively common, though not universally accepted among respondents.

12) Consulted with school/district social worker.

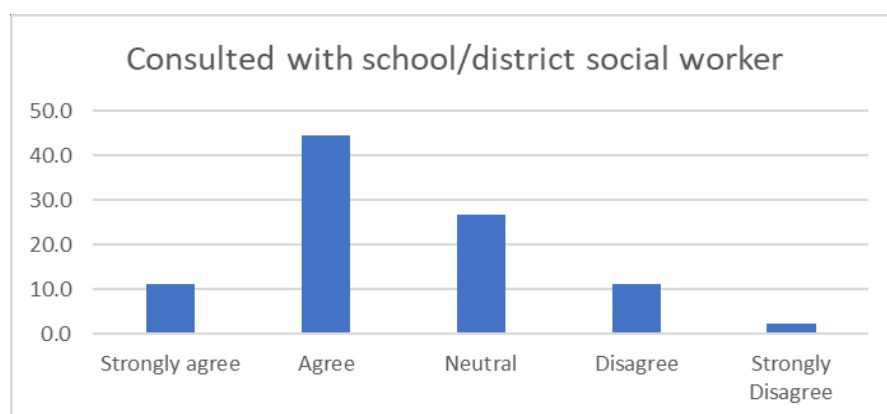


Figure 7: consult with school/district social worker

Based on the distribution of responses regarding consulting with a school or district social worker as a disciplinary action, a significant percentage of respondents (55.5%) either strongly agree (11.1%) or agree (44.4%) with the statement. A sizable proportion were neutral (26.7%), while a smaller percentage disagreed (11.1%) and only a very small percentage (2.2%) strongly disagreed. This suggests that consulting with a school or

district social worker as a disciplinary measure is relatively common and accepted among respondents.

13) Used seating arrangements.

Based on the survey results, using seating arrangements emerges as a popular method for promoting classroom discipline, with 20% of respondents strongly agreeing and 66.7% agreeing with its effectiveness. Only 11.1% remained neutral, while no respondents disagreed or strongly disagreed with this approach. Thus, it can be concluded that seating arrangements are widely accepted and deemed effective for fostering discipline in the classroom.

14) Adapted curriculum to suit the child's needs.

The majority of teachers (60%) agree they have adapted the curriculum to meet children's needs in promoting classroom discipline, with 28.9% strongly agreeing. Only 8.9% were neutral, and none disagreed. This indicates that many teachers view curriculum adaptation as an effective strategy for fostering classroom discipline.

15) Used token economics.

Token economies are a behavior modification technique that rewards positive behavior with tokens or points, which can be exchanged for rewards or privileges. Survey results indicate that a significant portion of respondents (48.9%) either agreed or strongly agreed that they use token economies to encourage better behavior in the classroom.

16) Used conflict resolution method.

The majority of respondents (73.3%) either strongly agree or agree that they utilize conflict resolution methods when addressing misbehavior in the classroom, indicating that conflict resolution is a common strategy among educators. Only a small percentage (8.9%) disagreed with this approach.

17) Called class meetings or discussions.

Survey results indicate that most teachers (about 60%) either agree or strongly agree that they contact a child's parents when addressing misbehavior. Additionally, a significant majority expressed agreement in teaching better behavior (91.1%), using praise to encourage positive actions (97.8%), and adapting the curriculum to meet children's needs (88.9%).

18) Implemented peer support program.

The results indicate that the implementation of a peer support program was effective in promoting classroom discipline in pre-primary and primary Indian schools in Muscat. A significant majority of respondents (82.2%) either strongly agreed or agreed on the program's effectiveness, suggesting that peer support can serve as a valuable tool for fostering positive behavior in the classroom.

19) Used behavior modification.

The responses indicate that behavior modification is a widely utilized approach for promoting classroom discipline, with the majority of respondents either strongly agreeing or agreeing with its use. Only a small percentage of respondents were neutral or disagreed with this approach. However, it is important to note that this survey represents only a sample of individuals and may not fully capture the views of all educators regarding behavior modification.

20) Referred students for or given corporal punishment (spanking).

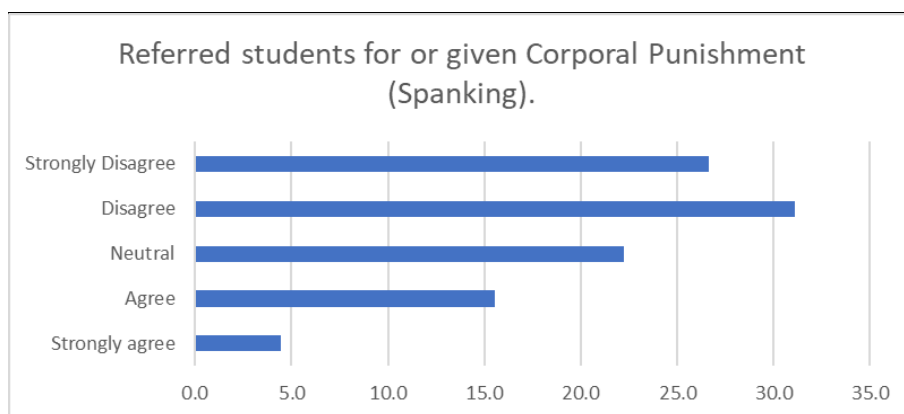


Figure 8: referred students for or given corporal punishment(spanking)

Corporal punishment, such as spanking, is not an appropriate or recommended form of school discipline due to its potential for physical and emotional harm to children. Many alternative methods exist that are more effective and less damaging. Survey responses indicated that only 19.9% of respondents supported corporal punishment, while a majority (57.8%) opposed it.

Table 1: types of rewards and punishments used by the teachers.

TYPES OF REWARDS AND PUNISHMENTS USED BY THE TEACHERS	STRONGLY AGREED	AGREED	NEUTRAL	DISAGREED	STRONGLY DISAGREED
Talked it over with the child	24.40%	60.00%	11.10%	4.40%	0.00%
Ignored the bad behaviour	4.40%	15.50%	22.20%	31.10%	24.40%
Verbally reprimended the child	8.90%	28.90%	42.20%	11.10%	6.10%
Tried to teach better behaviour	51.10%	40%	6.70%	0.00%	0.00%
Used praise to encourage better behaviour	62.20%	35.60%	2.20%	0.00%	0.00%
sent the child to the corner /back of the room	6.70%	8.90%	17.80%	48.90%	13.30%
sent the child out of class (time out)	4.40%	13.30%	15.60%	37.60%	24.40%
removed privileges (e.g loss of recess)	4.40%	20.00%	20%	35.60%	15.60%
detained the child	2.20%	13.30%	17.60%	42.20%	22.20%
contacted child's parents	28.90%	60.00%	8.90%	0.00%	0.00%
sent the child to the principal /executive	4.40%	40.00%	33.30%	17.80%	0.00%
consulted with school /district social worker	11.10%	44.40%	26.70%	11.10%	2.20%
used seating arrangements	20.00%	66.70%	11.10%	0.00%	0.00%
adapted curriculum to suit the child's needs	28.90%	60.00%	8.90%	0.00%	0.00%
used token economics	6.70%	42.20%	44.40%	4.40%	2.20%
used conflict resolution methods	24.40%	48.90%	13.30%	8.90%	0.00%
called class meetings or discussion	22.20%	62.20%	13.30%	0.00%	0.00%
implemented peer support program	33.30%	48.90%	15.60%	0.00%	0.00%
used behaviour modification	33.30%	55.60%	8.90%	0.00%	0.00%
referred students for or given corporal punishment (spanking)	4.40%	15.60%	22.20%	31.10%	26.70%

5.3 Positive reinforcement is effective in managing student behavior problems in school

The majority of respondents agree or strongly agree that positive reinforcement effectively manages student behavior problems in schools, with only a small percentage remaining neutral on this statement.

1) Positive reinforcement is effective in managing student behavior problems in school.

The majority of respondents strongly agree that positive reinforcement effectively manages student behavior problems in schools, with only a small percentage expressing neutrality on the matter.

2) Positive reinforcement enhances a sense of belonging in the students.

The respondents largely agree that positive reinforcement enhances students' sense of belonging. Additionally, 88.9% strongly agree that positive reinforcement reduces tension and conflicts in schools, indicating its effectiveness in fostering a peaceful learning environment, with only a small percentage remaining neutral.

3) Positive reinforcement reduces tension and strikes in school.

The survey results indicate that 88.9% of participants believe positive reinforcement effectively manages student behavior problems, enhances a sense of belonging, motivates students to avoid undesirable behavior, and reduces tension and conflicts in schools. This suggests that implementing positive reinforcement strategies can foster a positive and peaceful learning environment.

4) Positive reinforcement motivates students not to repeat undesirable behaviors.

The survey results show that 88.9% of participants believe positive reinforcement is effective in managing student behavior problems.

5) Positive reinforcement develops rapport between the teacher and the student.

The survey results indicate that 93.4% of participants strongly agree that positive reinforcement is effective in managing student behavior problems in schools. It enhances a sense of belonging and motivation, builds rapport between teachers and students, and reduces tension and conflicts. Furthermore, 88.9% of participants believe that corporal punishment is not an appropriate disciplinary approach, highlighting that positive reinforcement can serve as a successful strategy for fostering a positive learning environment.

6) Positive reinforcement makes students develop positive attitude towards school.

The majority of participants (93.4%) strongly agree that positive reinforcement is effective in managing student behavior problems in school. It enhances a sense of belonging, reduces tension, and motivates students to avoid undesirable behavior while fostering rapport between teachers and students. Additionally, 88.9% of participants believe that positive reinforcement helps students develop a positive attitude towards school.

7) Positive reinforcement makes students feel accepted by their teachers.

Most participants strongly agree that positive reinforcement fosters acceptance among students and from teachers, thereby enhancing the classroom environment and improving student outcomes.

8) Positive reinforcement helps students overcome social and behavioral problems.

The majority of respondents strongly agree that positive reinforcement effectively manages student behavior problems while enhancing feelings of belonging, reducing tension, motivating students, building rapport, fostering a positive attitude, and helping students overcome social and behavioral issues.

9) Positive reinforcement contributes to amicable relationship among students.

The majority of participants agree that positive reinforcement effectively manages student behavior problems, enhances belonging, reduces tension, motivates students, builds rapport, and fosters a positive attitude. However, some respondents disagreed about its effectiveness in overcoming social and behavioral issues and fostering amicable relationships, indicating that individual experiences may influence their perspectives.

Table 2: Effects of positive reinforcement

EFFECTS OF POSITIVE REINFORCEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Positive reinforcement is effective in managing students behaviour problems in school	46.70%	48.90%	4.40%	0.00%	0.00%
positive reinforcement enhances a sense of belonging in the students	37.80%	55.60%	6.70%	0%	0%
positive reinforcement reduces tension and strikes in school	35.60%	53.30%	11.10%	0.00%	0.00%
positive reinforcement motivates students not to repeat undesirable behaviour	31.10%	57.80%	11.10%	0.00%	0.00%
positive reinforcement develops rapport between the teacher and students	37.80%	55.60%	6.70%	0.00%	0.00%
positive reinforcement makes students develop positive attitude towards school	46.70%	46.70%	6.70%	0.00%	0.00%
positive reinforcement makes students feel accepted by their teachers	40.00%	48.90%	11.10%	0.00%	0.00%
positive reinforcement helps students overcome social and behavioural problems	28.90%	64.40%	6.70%	0.00%	0.00%
positive reinforcement contributes to amicable relationship among students	13.30%	44.40%	31.10%	4.40%	4.40%

5.4 Effects of negative reinforcement or punishments

1) Punishments are to ensure that students are punished for the right cause in the school

The responses indicate some agreement that punishments in schools should be applied for the right reasons. However, a significant number of respondents remain neutral, while others disagree or strongly disagree, suggesting potential ambiguity or inconsistency in punishment policies. This highlights the need for clearer guidelines and improved communication with students and parents regarding disciplinary practices.

2) Punishments are to maintain a disciplinary file of all students for recording their punishments:

The responses indicate a lack of strong consensus regarding the statement that punishments are intended to maintain a disciplinary file for recording student punishments. Only 4.4% of respondents strongly agree, while 20% disagree and another 20% are neutral. Although 31.1% agree with the statement, this does not represent a majority, highlighting differing opinions among participants.

3) Punishments are to maintain the disciplinary committee handles student's cases in the school:

The responses indicate that a majority of participants (44.4%) agree that punishments are used to ensure the disciplinary committee addresses student cases, though only 4.4% strongly agree. Additionally, a notable percentage remain neutral (24.4%) or disagree (8.9%) with this statement. This suggests varying opinions among respondents regarding the specific role of punishments in relation to disciplinary committees in schools.

4) Punishments are to ensure that students are given reasonable punishments:

The survey responses indicate that most participants believe punishments are intended to ensure students receive reasonable consequences, with 11.1% strongly agreeing, 40% agreeing, and 28.9% remaining neutral. A small percentage (4.4%) disagreed with this view, while none strongly disagreed. This suggests a general consensus on the purpose of punishments among respondents.

5) Punishments are to ensure that students serve the given punishments:

The responses indicate a lack of strong agreement regarding the statement that punishments ensure students serve their given consequences. While 31.1% of respondents agree or strongly agree, a significant portion remains neutral (37.8%) or disagrees (15.5%). This suggests varying perceptions among participants about the enforcement of punishments.

6) Punishments are to ensure all students are equally punished in the school:

The majority of respondents do not support the idea that punishments ensure equal treatment for all students in school, with 51.1% disagreeing or strongly disagreeing. In contrast, only 6.7% expressed strong agreement or agreement with this statement, while 15.6% remained neutral. This suggests a significant skepticism regarding the fairness of punishment practices among participants.

Table 3: Effects of punishment or negative reinforcement

EFFECTS OF NEGATIVE REINFORCEMENT OR PUNISHMENTS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
punishments are to ensure that students are punished for the right cause in the school	13.30%	35.60%	26.70%	4.40%	4.40%
punishments are to maintain a disciplinary file of all subjects for recording their punishment	4.40%	31.10%	20%	20.00%	6.70%
punishment are to maintain the disciplinary committee handles students cases in school	4.40%	44.40%	24.40%	8.90%	2.20%
punishments are to ensure that students are given reasonable punishments	11.10%	40.00%	28.90%	4.40%	0.00%
punishments are to ensure that students serve the given punishment	6.70%	24.40%	37.80%	13.30%	2.20%
punishments are to ensure all students are equally punished in the school	6.70%	0%	15.60%	26.70%	24.40%

6. Results and Discussion

The majority of respondents agree that positive reinforcement effectively manages student behavior problems, fosters a sense of belonging, reduces classroom tension, motivates students to avoid undesirable behavior, builds rapport between teachers and students, and promotes a positive outlook on school. Furthermore, children who receive positive reinforcement are likely to achieve academic success, develop better peer relationships, and face no negative consequences. However, most respondents do not agree that the purpose of sanctions is to maintain a record of disciplinary actions or that all students are treated fairly regarding disciplinary measures.

The survey results indicate that positive reinforcement is widely viewed as an effective strategy for managing student behavior in schools. Respondents strongly agreed or agreed that positive reinforcement enhances a sense of belonging, reduces tension and conflicts, motivates students to avoid undesirable behavior, fosters rapport between teachers and students, and helps students feel accepted. Furthermore, it aids in developing a positive attitude toward school and addressing social and behavioral challenges.

7. Conclusion

The survey suggests a lack of support for punitive measures in schools. Respondents generally disagreed or strongly disagreed that punishments are applied fairly, maintain an accurate disciplinary record, or ensure equal punishment for all students. This highlights the need for educators and administrators to explore alternative disciplinary approaches, such as positive reinforcement, to foster a safe and supportive learning environment.

Acknowledgement

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