

**AN INVESTIGATION OF THE EFFECTIVENESS OF REWARDS AND
PUNISHMENT IN PROMOTING DISCIPLINE IN PRESCHOOLS IN
CHOGORIA ZONE, MAARA DISTRICT OF EASTERN KENYA.**

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Declaration

This is my original work and it has not been submitted to any other institution for any academic award.

Signature

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Signature.

A handwritten signature in black ink, appearing to read 'J. Origa', is written over a faint, light-colored background that contains some illegible text.

Abstract

This study involved a survey which undertook to find out the effectiveness of rewards and punishment in promoting discipline in preschools in Chogoria zone of Maara district, Eastern Kenya. The specific objectives included establishing the influence of rewards on children's respect for school rules as well as class attendance. They also included finding out the influence of punishment on respect for school property and deviant behavior.

The study population involved the teachers, parents and preschoolers of the preschools in Chogoria zone. The specific sample involved a total of 192 respondents who were sampled through simple random sampling method and the instruments used included questionnaires, observation and interviews.

The study found out that the way a child responds to teacher instructions can be viewed as indiscipline depending on whether the response is positive or negative. In addition, when parents and teachers give rewards, the influence is mostly positive. It is only in a few instances that the parents' and teachers' use of rewards does not have any influence on the children. Similarly, the use of punishment by teachers and parents brings about positive influence on the children. However, there are a few cases in which punishment does not amount to the desired effect. The study also established that the use of rewards encourages respect for school rules as well as class attendance. It also discouraged the engagement in deviant behavior. The same case applies to the use of punishment in that its use led to curbing of deviant behavior and encouraging respect for the school property.

In conclusion, the use of rewards on preschoolers by both parents and teachers influences discipline by encouraging respect for school rules. Rewards also encourage class attendance by preschoolers thus generally, rewards promotes good behavior. Similarly, the use of punishment to a large extent affects discipline by reducing bad behavior and encouraging desired behavior instead. There are however a few instances in which the use of rewards and punishment does not achieve the desired outcome though this is rare.

From the study, the major recommendations are: whenever children make a mistake, they should be corrected in the best way possible so that they can grow to be responsible persons and that parents should not leave the burden of disciplining their children to the teacher- they should complement their efforts by disciplining the child whenever he/she is away from school.

For research purposes, the study recommends that further detailed research needs to be carried out in Chogoria zone on the influence of the specific types of rewards and punishment on discipline. This will bring out the most effective types of rewards and punishment to be used by parents and teachers which will in turn help them discipline the children more effectively.

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INTRODUCTION

1.1 Background to the problem

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).

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 et al, 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 Kenya, the problem of indiscipline in schools has escalated in the past few decades (East Africa Standard Team, 2001). In fact, at the close of the last decade of the 20th century and onset of the 21st century, Kenya as a nation has been beset with serious cases of indiscipline in most educational institutions. According to East Africa Standard Team number 117/1 (2001, April 23rd), 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. The Government of Kenya (GoK) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions (MOEST, 2005).

In chogoria Educational zone of Maara District, indiscipline cases have been reported in preschools more often than would be expected in such a rural setting. Though not an uncommon case in many preschools in Kenya, indiscipline issues are regular in the area and this calls for an investigation on how parents and teachers employ rewards and punishment to promote discipline.

1.2 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 not rare to find children in preschool who display deviant behavior that may attract punishment. Both preschool teachers and parents have a role in ensuring that the indiscipline cases encountered are dealt with accordingly by use of

various disciplining methods. In preschools in Chogoria zone, such indiscipline cases are not uncommon. The way the teachers and parents in Chogoria zone deal with these problems by use of rewards and punishment was the principal motivation for this study. This study therefore sought to examine the effectiveness of the use of rewards and punishment in promoting discipline among preschool learners.

1.3 Purpose of the study

The purpose of this study was to investigate the effectiveness of use of rewards and punishment in promoting discipline in preschools in Chogoria zone of Maara District.

1.4 Research Objectives

This study was guided by the following objectives:

- a. Establish the influence of rewards on children's respect for the school rules.
- b. Establish the influence of punishment on correcting deviant behavior among preschoolers.
- c. Determine the influence of rewards on class attendance.
- d. Determine the influence of punishment on respect for school property.

1.5 Research Questions

This study sought to answer the following questions:

- a. What is the influence of rewards on children's respect for the school rules?

- b. What influence does punishment have on correcting deviant behavior among preschoolers?
- c. Do rewards have any influence on class attendance?
- d. How does punishment influence respect for school property?

1.6 Significance of the study

Preschool education may be described as the most important point 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 were used by teachers and parents to handle these cases as they occurred. It is hoped that the findings of this study informed teachers, parents, education planners and instructors on how to employ rewards and punishment more effectively so as to enhance respect for human rights and property by preschoolers. It is also hoped that the study enlightened the education stakeholders on how to effectively apply rewards and punishment to enhance class attendance and therefore better performance and discipline. In addition, the study hoped to help in bringing out some of the challenges a preschool classroom teacher faces as he/she teaches so that these issues may be addressed more meaningfully than they are at present.

1.7 Limitations of the Study

Since the study employed the survey research design, the findings of the study are only applicable to preschools which operate in similar circumstances 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 preschools in the zone. 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 was viewed as a weakness on the part of the questionnaire as a data collection instrument. The same case applies for the interviews.

1.8 Delimitations of the study

The study focused on the effectiveness of rewards and punishment in dealing with discipline in preschools in Chogoria Zone of Maara district. The participants in this study included the preschoolers, their teachers and parents in the zone. The study considered only the cases of discipline that resulted "from teacher instructions. These cases were those of undesirable responses that were 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. Furthermore the study considered learners of Pre School as they interacted with their teachers in the classroom settings.

1.9 Assumptions of the Study

This study was carried out in the light of the following assumptions: That the characteristics in behavior among the preschool pupils in Chogoria Zone were universal and that the learning environment was also characteristic of most preschool environments. It also assumed that discipline among preschoolers naturally manifested itself during the study. In addition, parents were fair to offer detailed information about their children's state of discipline. Finally, the study

assumed that rewards and punishment positively enhance discipline when used on preschoolers.

1.10 Definition of Key Terms

| | |
|-------------------------|--|
| Discipline | Acceptable behavior following a social norm or instruction by the teacher |
| Indiscipline | Behavior displayed by a preschooler that is contrary to instruction given by the teacher in a school setting |
| Preschool | Institution attended by children of ages 3- 6 before entry to primary school. •• |
| 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 |
| School Property | Assets belonging to the school |

1.11 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 preschool behavior and 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. The theoretical as well as the conceptual frameworks are also given in this chapter. In the third chapter, the study deals with study 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 conclusions and recommendations based on the analysis done in chapter 4 are presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents detailed literature review of studies in areas related to preschool behavior and discipline, examining the findings of these studies in relation to the present study topic. Generally, aspects such as school discipline, punishment and rewards are reviewed in this chapter. The theoretical framework as well as the conceptual framework have also been included.

2.2.0 Literature on Discipline

The word 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". Variations on this definition are offered by Duke (1989), Gettinger (1987) and many others. 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 nowhere is it more 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 non-subjection to 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 (Adeyemo, 1985). 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 preschool have often depicted activities and behavior that is 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 school students to certain biological changes signaling maturity in the course of their growth and development and to other environmental and social factors that influence behavior (Mukharjee; 1985). Year on year the problem continues to get worse and teachers, as well as the majority of pupils, grow 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 (East Africa Standard Team, 2001, April 23rd).

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, et al., 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 behavior 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 behavior (Atkeson & Forehand 1979).

2.2.1 Facilitators of Effective Discipline

For discipline techniques to be most effective, they must occur in the context of a relationship in which children feel loved and secure. In this context, parents' and teachers' responses to children's behavior, whether approving or disapproving, are likely to have the greatest effect because the parents' approval is important to the children (Howard, 1991). Parental/teacher responses within the context of loving and secure relationships also provide children with a sense that their environment is stable and that a competent adult is taking care of them, which leads to the development of a sense of personal worth (Howard, 1991). As children respond to the positive nature of the relationship and consistent discipline, the need for frequent negative interactions decreases, and the quality of the relationship improves further for both adults and children.

To this end, the best educators of children are people who are good role models and about whom children care enough to want to imitate and please. Certain conditions in the adult-child relationship have been found to be especially important in promoting positive child behavior, these includes: providing attention to the child to increase positive behavior (conversely ignoring, removing, or withholding adult attention to decrease the frequency or intensity of undesirable behaviors) (Kohlberg, 1964), providing consistency in the form of regular times and patterns for daily activities and interactions to reduce resistance, convey respect for the child, and make negative experiences less stressful (Kohlberg, 1964); responding consistently to similar behavioral situations to promote more harmonious adult- child relationships and more positive child outcomes (Rutter, 1983); and being flexible, through listening and negotiation to reduce

fewer episodes of child noncompliance with adult expectations.

Involving the child in decision-making has been associated with long-term enhancement in moral judgment (Munn, 1999). These factors are important in developing a positive, growth-enhancing relationship between parent/teacher and child. Even in the best relationships, however, parents/teachers will need to provide behavioral limits that their children will not like, and children will behave in ways that are unacceptable. Disagreement and emotional discord occur in all settings, but with reinforcing positive adult-child relationships and clear expectations and goals for behavior, these episodes are less frequent and less disruptive (Howard, 1991).

2.3.0 Use of Rewards

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 behavior 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 behavior 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 behavior. Recognition is the reward.¹ Again, the particular systems 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).

2.3.1 Rewarding Desirable or Effective Behaviors

The word discipline usually connotes strategies to reduce or eliminate undesirable behaviors. However, more successful child-rearing systems use procedures to both increase desirable behaviors and decrease undesirable behaviors (Kohlberg, 1964). Eliminating undesirable behavior without having a strategy to stimulate more desirable behavior generally is not

effective. According to Howard (1991), the most critical part of discipline involves helping children learn behaviors that meet parental expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem. Behaviors that the adults value and want to encourage need to be identified by the adults and understood by their children.

According to Bronfenbrenner (1979), many desirable behavioral patterns emerge as part of the child's normal development, and the role of adults is to notice these behaviors and provide positive attention to strengthen and refine them. Other desirable behaviors are not part of a child's natural repertoire and need to be taught, such as sharing, good manners, empathy, study habits, and behaving according to principles despite the fact that immediate rewards for other behaviors (eg, lying or stealing) may be present. These behaviors must be taught to children through modeling by adults and shaping skills through adult attention and encouragement (Kohlberg, 1964). It is much easier to stop undesired behaviors than to develop new, effective behaviors. Therefore, parents and teachers must identify the positive behaviors and skills that they want for their children and make a concerted effort to teach and strengthen these behaviors (Howard, 1991).

Howard (1991) identifies several strategies for caregivers that help children learn positive behaviors. They include: providing regular positive attention, sometimes called special time (opportunities to communicate positively are important for children of all ages); listening carefully to children and helping them learn to use words to express their feelings; providing children with opportunities to make choices whenever appropriate options exist and then helping them learn to evaluate the potential consequences of their choice; reinforcing emerging desirable

behaviors with frequent praise and ignoring trivial misdeeds; and modeling orderly, predictable behavior, respectful communication and collaborative conflict resolution strategies.

Such strategies have several potential benefits: the desired behavior is more likely to become internalized, the newly learned behavior will be a foundation for other desirable behaviors, and the emotional environment in the family will be more positive, pleasant, and supportive (Howard, 1991).

2.3.2 The value of rewarding children

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary. (U.S. Department of Agriculture (USDA), 1988).

2.4.0 Use of Punishment

According to Stanley (1966), punishment is the authoritative imposition of something negative or unpleasant on a person or animal 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 setting, the consequences of breaking rules are clearly specified (Munn, 1999). Again this is most effective if sanctions are worked out collaboratively with pupils and parents. 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; referred to a senior member of staff; excluded 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. An aspect of praise systems is that positive contact with

parents is encouraged (Munn, 1999).

2.4.1 Reducing and Eliminating Undesirable Behavior

When undesirable behavior occurs, discipline strategies to reduce or eliminate such behavior are needed (Solnick et al, 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 behavior 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 et al, 1977). These different strategies, sometimes both confusingly called punishment, are effective if applied appropriately to specific behaviors. Although they both reduce undesired behavior, they work in very different ways and have very different short- and long-term effects. For both strategies, Solnick et al, (1977) identifies factors that may increase the effectiveness: These includes: clarity on the part of the adult and child about what the problem behavior is and what consequence the child can expect when this behavior occurs; providing a strong and immediate

initial consequence when the targeted behavior first occurs; consistently providing an appropriate consequence each time a targeted problematic behavior 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 behavior and improves their overall compliance with requests from adults.

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

2.4.2 Time-Out and Removal of Privileges

Time-out and removal of privileges are approaches that involve removing positive reinforcement for unacceptable behavior (Solnick et al, 1977). For young children, time-out usually involves removing parental attention and praise (ignoring) or being placed in a chair for a specified time with no adult interaction. To be effective, this strategy requires that a valued privilege or reinforcer is removed. In preschool children, time-out (removal of positive adult 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, time-out must be used consistently, for an appropriate duration, not excessively, and with strategies for managing escape behavior in place before the time-out is imposed. To be successful, time-out requires effort and practice on the part of the parents and teachers and (Solnick et al, 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 behavior by the child, who will test the new limit with a display of emotional behavior, sometimes approaching a temper tantrum. The parent or 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 et al, 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 parent 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 parent or adult to ignore the child during periods of increased negative behaviors or when the child begins pleading and bargaining for time-out to end. The inability of parents or teachers to deal with their own distress during a time-out is one of the most common reasons for its failure (Solnick et al, 1977).

2.5 Summary of Reviewed Literature

In view of the above, it is evident that discipline in preschools 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, facilitators of effective discipline, the use of rewards as well as elimination of undesirable behavior. The views of the reviewed scholars will be put into consideration when

undertaking this study.

2.6 Theoretical Framework

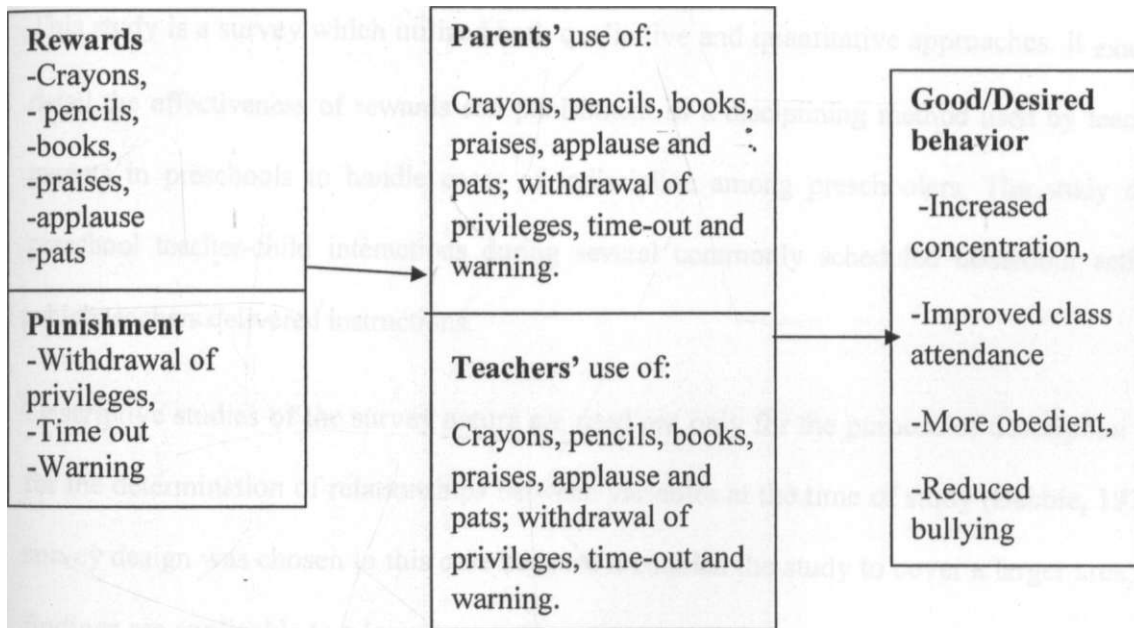
This research study is anchored on the Theory of B. F. Skinner which is the Operant Conditioning (1953). The Operant Conditioning Theory or sometimes referred to as Instrumental Conditioning, is a method of learning that occurs through rewards and punishments for behavior. Skinner paired a dog and a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

2.7 Conceptual Framework



The above framework displays rewards and punishment as methods used to promote discipline by teachers and parents. If parents and teachers use rewards and punishment effectively, the resultant factor will be desired.

CHAPTER THREE

METHODOLOGY

3.1 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.

3.2 Research Design

This study is a survey which utilized both qualitative and quantitative approaches. It examined in detail the effectiveness of rewards and punishment as a disciplining method used by teachers and parents in preschools to handle cases of indiscipline among preschoolers. The study described preschool teacher-child interactions during several commonly scheduled classroom activities in which teachers delivered instructions.

Descriptive studies of the survey nature are used not only for the purpose of description but also for the determination of relationships between variables at the time of study (Babbie, 1973). The survey design was chosen in this case because it enabled the study to cover a larger area thus the findings are applicable to a large area.

3.3 Target Population

Chogoria Zone has 20 preschools and the target population constituted of a total of 1,290 persons. The study targeted preschoolers, parents and teachers of these preschools since they are the stakeholders and are knowledgeable about pre-school discipline. The average population for

each of the groups involved in the study was: 650 preschoolers, 40 preschool teachers and 600 parents. This population was chosen for the purposes of this study as it directly interacted with preschool discipline, one way or another. The preschoolers were the subject in this study while the parents and teachers were the determinant factor of how a child behaves either at home or at school.

3.4 Sampling Procedure and Sample Size

Purposive and Simple Random sampling were used. Purposive sampling was used to pick the zone for the study, considering the wide area that comprises Maara district over which the preschools are scattered. Simple random sampling was then be used to pick 6 preschools from the total of 20 in the zone. This was done considering the fact that pupil discipline was an issue of concern in all preschools. Purposive sampling was further used to pick 5 students from each of the 6 schools who were observed. The researcher in this case liaised with the preschool teachers to identify the preschoolers who constantly had discipline issues. Twenty five parents from each preschool were also interviewed for the study and these were selected through simple random sampling procedure. The total sample therefore constituted of 30 preschoolers, 12 preschool teachers and 150 parents; thus the total number was 192.

3.5 Instruments

The instruments that were adopted in collection of data in this study included observation, questionnaires and interviews.

3.5.1 Observation

Direct observation was employed in this study due its capacity of giving first-hand information concerning behavior to the researcher. Observation was coupled with a data sheet on which the transactions between the teacher and the children were recorded according to each session of observation. The observer observed how the selected children responded to teacher instructions- whether compliant, non-compliant or indifferent and then recorded that so as to determine what behavior of these children constituted a discipline case. The observation checklist, which was prepared in advance also showed how the teacher reacted to children's behavior- whether he/she offered attention or was indifferent, so as to establish the methods he/she used to instill discipline on the preschoolers and if his/her indifference was a cause of indiscipline among preschoolers.

3.5.2 Questionnaires

A structured questionnaire was prepared in advance and issued to the parents before commencement of the study. The questionnaire was both open-ended and close-ended to allow the respondent to give all the information required. The questionnaire was intended to gather information from the parents regarding how they dealt with discipline cases and specifically on how they employed rewards and punishment. The questionnaires also give an insight on the most rampant indiscipline problems that the parents encounter among their children and also some of the factors that they think contribute to indiscipline.

3.5.3 Interviews

An interview schedule was prepared prior to the commencement of the study and was administered to the teachers of the sample group. These interviews were meant to gather information concerning

the behavior of the pupils in preschool and how the teachers dealt with discipline cases. They specifically gave an insight on how they employed rewards and punishment as well as their views on its effectiveness as a disciplining method. Generally, interviews were used in this study because they enable the researcher to get clear information from the respondents since they are face to face, unlike in the case of the questionnaires.

3.6 Validity and Reliability of Research Instruments

The researcher conducted a pilot test of the instruments before using them in the study. This was done in two schools not selected in the study sample but with similar characteristics to those selected in the study sample. For the purposes of this study,, the researcher employed the expertise of her supervisor who requested to assess the relevance of the content used in the instrument. The researcher also used a test-retest or coefficient of stability method to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept. The outcome of the first test was expected to be more or less the same with the second test. This means that if for instance the first test had a score of 90%, the second test was expected to be not less than 85%, failure to which the test would have been deemed unreliable.

3.7 Data Collection Procedure

Naturalistic observations were conducted two times a day in an inclusive, full day preschool classroom. The researcher was active in class and participated in class activities in order to identify, first hand, the experiences through which learners go. A total of four outdoor and indoor sessions were observed for the purpose of this study. In each case, the researcher noted down the

observations following an observation schedule that indicated the variables being considered for observation.

The interviews for the teachers, whose schedules were prepared in advance, were conducted during the study in order to gather crucial information concerning the children. The teachers were also interviewed before the study to help identify the study sample of the pupils involved in the study. The questionnaires on the other hand were distributed among the parents prior to the commencement of the study. This was followed by instructions from the researcher on how to fill them. The questionnaires helped gather information on the views of the parents concerning discipline among children and were collected soon after they have been filled.

3.8 Data Analysis Procedure

Data was analyzed both qualitatively and quantitatively by coding the findings in categories following the observable behavior in relation to instruction and/or environmental factors. Data on observable behavior focused on the learner's compliance to teacher instructions. Levels of compliance were rated on a scale where the effects of differences of independent variables (teacher instructions) on the behavior of the dependent variable (pupil responses) were observed. These findings were assessed in terms of correlations and variations between teacher instruction and student behavioral responses. Generally, the data from the observation schedules was presented in tabular form and also in graphic forms. Data gathered from the interviews was analyzed according to the individual responses given by the individual respondents. The views of the different parents and teachers, as presented in the individual interview questions were coded in categories by use of frequencies and mean and presented in graphs, pie charts and tables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study set out to evaluate the influence of the use of rewards and punishment on discipline among preschoolers in Chogoria Zone of Maara district. Data was collected by observing the responses of preschoolers to teacher instructions during their daily interactions. More data was also collected through administration of questionnaires to the teachers and interviews to the parents. This chapter presents this data and discusses the findings of the study.

4.2 Discipline

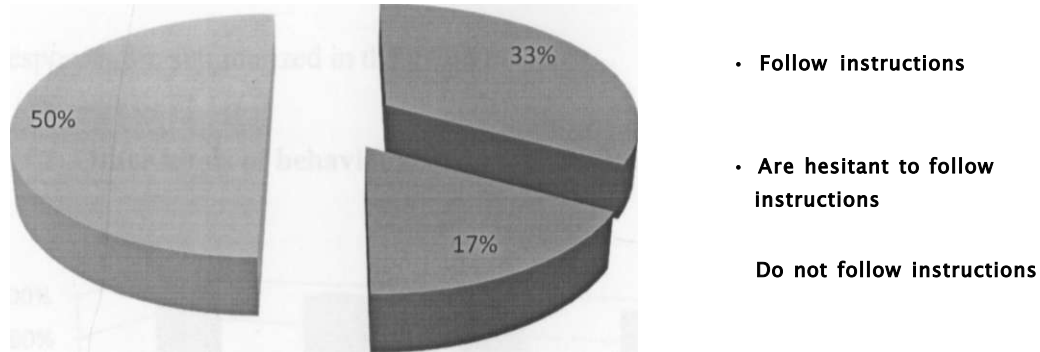
The study sought to find out the behavior of children that constitutes indiscipline in preschool. This was specifically done through observation, interviews and also questionnaires.

4.2.1 Overall Children's Responses to 'Do' and 'Don't' Directives

Upon observation of the children, it was found out that the preschoolers responded differently to the instructions by the teacher, whether they were 'do' or 'don't' directives. This observation was made in the various sessions that the researcher spent with the learners as they went on with their various activities in the preschool. The overall responses of the sample children are summarized in the following chart:

Figure 4.1: Children's responses to instructions

Children's responses to teacher instructions



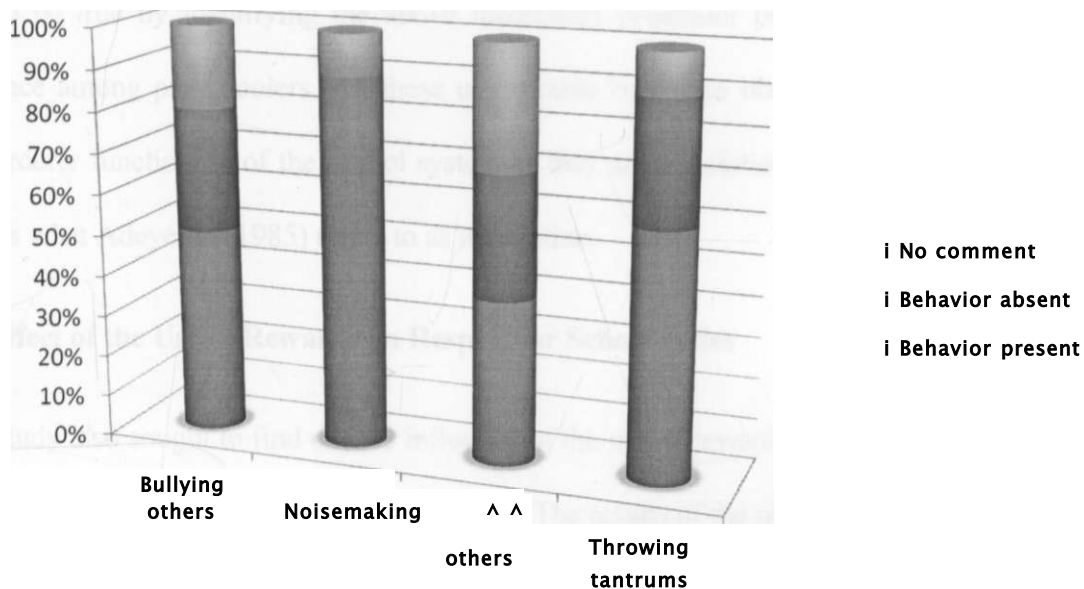
The chart above shows that most of the children observed (50%) completely failed to follow instructions as required by the teacher while 17% of the learners were hesitant in following the teacher's instructions. However, 33% of the learners followed the directives given by the teacher. Apart from the 33% that followed the instructions, the response of the others can be viewed as indiscipline i.e. lack of respect for the teachers. This can be related to the view by Ramani (2002) who states that learners have often depicted activities and behavior that is not in conformity to the laid down school rules or even responding appropriately to the teachers' instructions. However, the 17% who were hesitant could have done so either as a result of lack of understanding of the directives or mere indiscipline. The responses of these learners was checked against both the 'do' and 'don't' directives issued by the teacher.

4.2.2 Other Kinds of Behavior that can be viewed as Indiscipline

Apart from the observations made on the learners to establish their individual responses to teacher instructions, the teacher's responses to the question on the common cases of indiscipline they encounter in preschools gave an insight on other kinds of behavior that can be termed as indiscipline.

Their responses are summarized in the graph below:

Figure 4.2: Other kinds of behavior that constitute indiscipline



The above chart indicates the level of absence or presence of the most common kinds of behavior that constitute indiscipline as was identified by the teachers and parents. Bullying was one of the indiscipline cases identified by the respondents. Fifty percent of the respondents cited bullying as one of the commonest indiscipline cases among preschoolers. Similarly, noisemaking was identified by 90% of the respondents as another common indiscipline case. The chart actually has no indication of the absence of this behavior in all the preschools. Another indiscipline case identified was abusing

others. Forty percent of the respondents cited this as a common indiscipline case while 30% indicated its absence among preschoolers. Another quite common indiscipline case identified was throwing of tantrums. Sixty percent of the respondents, and especially the parents confirmed to encounter this indiscipline case quite often while 10% had nothing to comment on the same. However, 30% confirmed not to have this as a common indiscipline case among the preschoolers.

The above data shows that apart from failure of the child to respond positively to teacher instructions, there are other kinds of behavior that can be taken as indiscipline. Most of the respondents confirmed this to be true by identifying the above mentioned behaviour problems and actually citing their presence among preschoolers. All these undesirable behaviors obstruct to some extent the smooth and orderly functioning of the school system as they are a violation of school rules and regulations. This is what Adeyemo (1985) refers to as indiscipline.

4.3 Effect of the Use of Rewards on Respect for School Rules

The study also sought to find out the influence of the use of rewards by both teachers and parents on respect for the school rules by the preschoolers. The results of the observations are outlined below:

4.3.1 Types of rewards used in Preschools in Chogoria Zone

In order to get an insight on the effect of the use of rewards on respect for rules in preschools, the researcher first decided to establish the types of rewards most commonly employed in preschools in Chogoria zone. The responses of the respondents indicated that there are two categories of rewards commonly used in the preschools:

a) Material Rewards

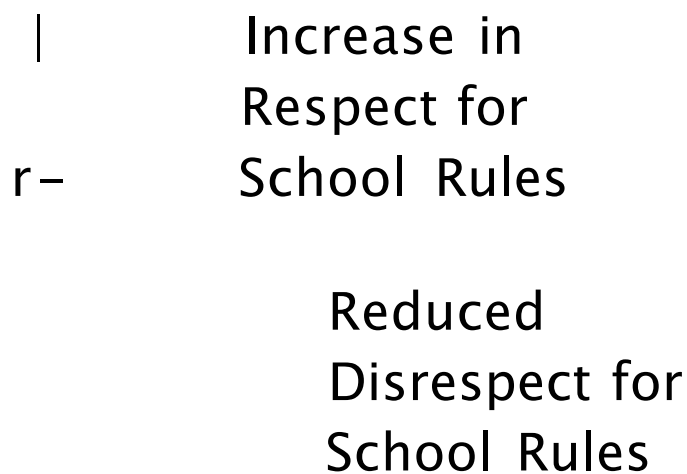
These include rewards such as praises e.g. a teacher telling a child 'very good' or 'well done' after a good deed, applause e.g. a teacher asking the class to clap for a child who has done something exceptional and also a teacher patting a child's upper back after a good deed.

b) Non-material Rewards

These include anything tangible given as a result of good behavior and they range from books, pencils, sweets or erasers.

Figure 4.3 below presents an analysis of the effect of the use of rewards on respect for school rules.

Figure 4.3: Effect of use of Rewards on Respect for School Rules



From the diagrammatic representation in figure 4.6 above, it is clear that the use of rewards had an impact in the general behavior of the children under observation. Whenever the teacher rewarded a child for good behavior, the child ended up doing even more good deeds. The same scenario has been pointed out by Munn (1999) who states that by recognizing and rewarding good behavior,

it is believed that the good behavior will be encouraged. Rewards were also seen to influence the other children to behave well so they can also earn the same. Similarly, if a child who was constantly misbehaving was rewarded for any good behavior displayed, the result was that the rate of misbehavior went down and in some instances stopped completely. This was also observed to influence other children who were misbehaving to change their ways so that the teacher can reward them again.

In terms of the type of reward that had more influence on behavior i.e. material and non-material, the difference was minimal with non-material rewards influencing behavior more than material rewards. This showed that the preschoolers valued recognition more than material rewards since non-material rewards are all about recognition. For example, one six year old boy in one of the preschools who was particularly problematic answered the teacher's question correctly. The teacher in turn asked the rest of the class to clap for him and what followed is that the boy wanted to answer more of the teacher's questions hence he had to pay more attention to what the teacher was saying. This made him stop disrupting the class as he was previously used to.

4.3.2 Teachers' Responses on Effect of Rewards on Respect for School Rules

One of the questions the teachers were required to answer during the interviews was on the effect of rewards on children's respect for school rules. Their responses are as summarized in the figure below:

Figure 4.4: Teacher Responses on Question on Effect of Rewards on respect for rules

Teachers' Responses

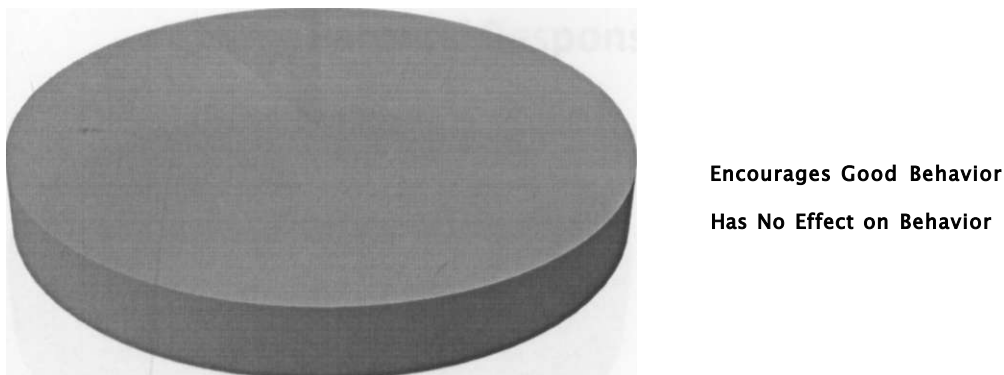


Figure 4.4 above shows that 92% of the respondents admitted that rewards, both material and non-material had an overall effect on child behavior. They argued that whenever a child was rewarded for doing good, the others learnt from him/her and wanted to do the same so they can also be rewarded. This in turn made all the children want to outdo each other so they can be rewarded. On the other hand, 8% of the respondents did not agree with the rest. They felt that the use of rewards had no effect on the preschoolers' respect for school rules. They said that if a child was undisciplined, there was no way rewarding him for a single good deed would change his overall attitude towards school rules. According to them, more action was needed to change the child's perception towards the school rules than rewarding them just once. This however is not the view of the US Department of Agriculture (1988) which states that the ultimate goal of rewarding children is to help them internalize positive behavior so that they will not need a reward.

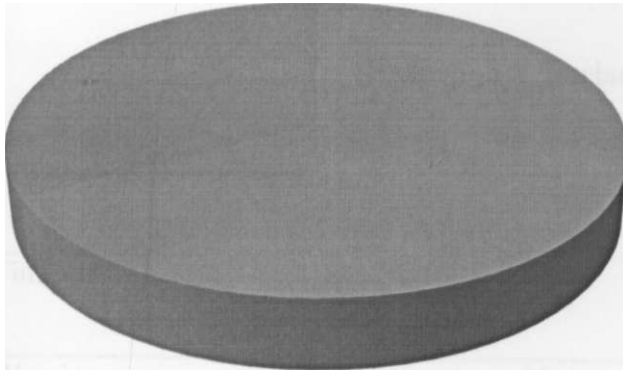
4.3.3 Parents' Responses to Question on Effect of Rewards on Respect for rules

During the study, the parents were required to answer a question on the effect of rewards on respect

for school rules. Their responses are as in the figure below:

Figure 4.5: Parents' Responses on Question on Effect of Rewards on Respect for Rules

Parents' Responses



i Use of Rewards Encourages
Respect for School School
Rules

i Use of Rewards Has No
Effect on preschoolers'
respect for school rules

In figure 4.5 above 67% of the respondents agreed that the use of rewards had an overall effect on children's respect for school rules. This was regardless of whether the rewards were material or non-material. They said that whenever a child was rewarded for good behavior, the others learnt from him/her and wanted to do the same so they can also be rewarded. However, 33% of the respondents had a different opinion. They felt that the use of rewards did not affect the general behavior of preschoolers. They argued that rewarding a child for doing good was a vice in itself since it led to a culture where children did good so as to be rewarded. According to them, this means that a child can only behave well if there is an accompanying reward and if not, then being disciplined was out of question.

4.4 Influence of the Use of Punishment on Deviant Behavior

Another thing the study sought to find out was the influence of the use of punishment on correcting deviant behavior. During the observations, it emerged that the use of punishment affected the

behavior of children to some extent. This however was dependent on the type of punishment used as illustrated in table 4.2 below:

Table 4.2: Effect of the Use of Punishment on Deviant Behavior

| Type of Punishment | No. of Children Affected (Reduction in Deviant Beh.) | No. of Children Not Affected (No Effect on Deviant Beh.) |
|------------------------------|---|---|
| Withdrawal of Privileges | 25 | 5 |
| Time-out | 22 | 8 |
| Warning | 20 | 10 |
| Other e.g. Collecting Litter | 24 | 6 |

From the table above, it is evident that all types of punishment had an effect on the behavior of the children. Withdrawal of privileges had the greatest impact on behavior with 25 of all the observed children registering a remarkable reduction in misbehavior. On the other hand, 5 of the observed children who were given the punishment of withdrawal of privileges did not show any improvement in behavior. These were the same children who were observed to be most problematic in the class which was an indication that this particular type of punishment was nothing to them and could not in any way serve its purpose.

Verbal warning was the type of punishment that registered the highest number of children who were not affected by punishment. Ten out the total number of cases observed displayed resistance to behavior change when put through thl\$jjfty4? punishment. Amazingly, almost all the children not

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affected by one form of punishment were not affected by all the other forms of punishment. This was an indication that indiscipline in some of these children was deep rooted and required more effort from all corners to deal with.

All the above forms of punishment connote an authoritative imposition of something negative on the preschooler in response to behavior deemed wrong. This is relates to Stanley's definition of punishment in 1966. These different forms of punishment have also been pointed out by Solnick et al (1977).

4.4.1 Teachers' and Parents' Reponses on Effect of Punishment on Deviant Behavior

The responses of both the teachers and parents on the influence of use of punishment on correcting deviant behavior are analyzed in the figure below:

Table 4.3: Parents'/Teachers' Responses on the Question Whether the Use of Punishment influences Correction of Deviant Behavior

| Type of Punishment | No. of Teachers | | No. of Parents | |
|------------------------------|-----------------|----|----------------|----|
| | Yes | No | Yes | No |
| Withdrawal of Privileges | 10 | 2 | 138 | 12 |
| Time-out | 8 | 4 | 100 | 50 |
| Warning | 6 | 6 | 98 | 52 |
| Other e.g. Collecting Litter | 7 | 5 | 120 | 30 |

The table above shows that most of the respondents were in agreement that the use of withdrawal of privileges on children as a way of curbing deviant behavior worked very well with 10 of the 12 teachers and 138 of the 150 parents giving 'yes' for an answer. The use of Time-out and other forms of punishment such as collecting litter was also seconded by majority of the respondents apart from the use of warning which had a controversy among the teachers on whether it affects discipline or not. Half the number of teachers agreed that it affects discipline while the other half opposed on its effect on discipline citing that empty threats that are not accompanied by action do not serve any purpose.

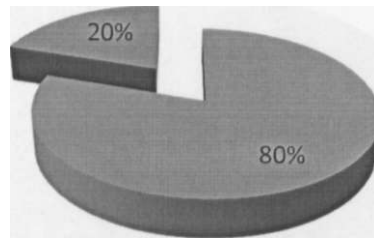
All the respondents who were opposed to the fact that the use of the various forms of punishment affects discipline explained that children tend to develop a resistance when they are put through punishment severally hence its use does not serve any purpose after some time. They therefore proposed other ways of dealing with misbehavior such as counseling.

4.5 Effect of the use of Rewards on Class Attendance

The study also set to find out the whether the use of rewards influenced the class attendance in any way. The responses of the teachers are as shown in the figure below:

Fig. 4.6: Effect of rewards on class attendance

Teachers Responses



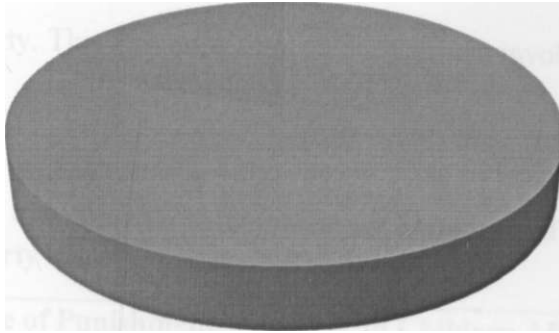
- Rewards improve attendance
- Rewards don't affect attendance

From figure 4.6 above, it is clear that the use of rewards on preschoolers affects class attendance in the preschools. This was as evidenced by 80% of the teachers who agreed that whenever they used rewards on preschoolers, they would not miss class in a long time thereafter because they always anticipated the same action to be repeated by the teacher. The other 20% of the respondents were of a different opinion since they felt that class absenteeism was caused by many factors other than the children having a reward to look forward to. According to them, pegging class attendance on rewards was actually wrong since children should be made to understand why they go to school and not just to get rewards.

On the same note, the study sought the opinion of the parents regarding the relationship between use of rewards and class attendance. Their responses are as shown in figure 4.7 below:

Figure 4.7 Parents' responses on the effect of the use of rewards on class attendance

Parents' Responses



- **Rewards improve class attendance**
- **Rewards do not affect class attendance**

According to 80% of the parents involved in the study, class attendance improved whenever rewards were used by either the parents or the teachers. For instance, one parent cited where her child has refused to attend school feigning sickness but when the mother promised to give a reward if the child attended school, the sickness 'vanished' and the child went to school. On the same note, if a child was given a present by the teacher for one reason or another, they were observed not to miss class for a long time afterwards unless there was a genuine reason.

On the other hand, 20% of the parents were of a different opinion as they felt that encouraging use of rewards so that a child may attend class was encouraging a bad culture in children who at that early age should be taught the importance of going to school. Similarly, they felt that there were other major reasons such as lack of seriousness on the part of some parents that led children not to attend class regularly other than the link to the use of rewards.

4.6 Influence of the use of punishment on respect for school property

Other than finding out the influence of the use of punishment on curbing deviant behavior, the study also set to establish whether the use of punishment on preschoolers affected their respect for school property. This was done through the teachers involved in the study. Their responses are summarized below:

Table 4.4: Teacher's Response on Influence of the Use of Punishment on respect for school property

| Type of Punishment | No. of Children Affected (Enhances Respect) | No. of Children Not Affected (Does not enhance respect) |
|------------------------------|--|--|
| Withdrawal of Privileges | 28 | 2 |
| Time-out | 25 | 5 |
| Warning | 22 | 8 |
| Other e.g. Collecting Litter | 26 | 4 |

According to majority of the teachers, the use of withdrawal of privileges as a method of punishment enhances respect for school property. A scenario was given whereby if a child broke a crayon and the teacher failed to give them another one, during the next lesson, the child was more careful with the new crayon than there before. Only two of the teachers felt that the use of this form of punishment had nothing to do with respect for school property.

The same response was given for all the other forms of punishment with majority of the teachers admitting that the use of the various forms of punishment influence in a big way the way the preschoolers handled school property. Those who had a different opinion felt that punishment made the preschoolers more rebellious such that applying the various forms did not necessarily make the children more respectful to the school property, others felt that the respect most of the preschoolers had for school property had not been facilitated by the use of punishment. On the contrary, the values that had been instilled in the preschoolers by their parents back at home was responsible for this.

The study also sought the general opinion of the parents as regards the relationship between punishment and the respect for school property. Their responses are as summed up below:

Fig. 4.8 Parents' Responses on use of punishment and respect for school Property



From the figure above, majority of the parents were in agreement that the use of punishment generally affected the way the preschoolers handled school property. There was a consensus among 97% of the parents that whenever any form of punishment was applied in a situation where a preschooler had mishandled school property such as chairs, the perception changed and they became more careful when handling the same again. However, on 3% felt that using punishment on

preschoolers who disrespected school property led to more disrespect as the action of mishandling the school property was a sign of more defiance than merely disrespect. The problem could therefore be solved by identifying the root cause of the disrespect and dealing with that other than just use punishment blindly.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives an overview of what has been tackled in the chapters above in a summary. It also highlights the conclusions made based on the findings of the study as well as the recommendations that can be employed by stakeholders to improve the state of the preschools.

5.2 Summary

This study sought to find out the effectiveness of use of rewards and punishment in promoting discipline among the preschoolers in Chogoria Zone of Maara district of Eastern province. Aspects such as the behavior of learners that constitutes indiscipline among preschoolers, influence of the use of rewards on school rules and class attendance as well as influence of the use of punishment on deviant behavior and respect for school property were the major objectives of this study. Other studies carried out earlier by renowned scholars such as Kounin among others was reviewed in order to have a basis for this study.

The study population involved all the public preschools in Chogoria zone as well as the pupils of these preschools. The specific sample constituted of 5 children from the six preschools chosen for the purpose of this study. 2 teachers as well as 25 parents from each of these preschools were also involved in this study. The instruments used in collection of data included observation, questionnaires and interviews. These were designed for the different groups of respondents depending on the kind of information that was to be collected from each group.

Data collected during the study was then coded and presented graphically for easier understanding. The responses from the various respondents formed the basis for this analysis as well as the

information entered in the observation checklist.

5.3 Conclusions

In view of the above, it is evident that the way a child responds to teacher instructions can be viewed as indiscipline depending on whether the response is positive or negative. For instance, in figure 4.1 above, it is evident that in as much as many children (60%) respond positively to the teachers instructions, still a good number (30%) does not. This can be termed as disrespect for the teacher or disobedience, which is indiscipline. Apart from this, there are other kinds of behavior displayed by learners that can be termed as indiscipline as shown in figure 4.2 above and these include bullying others, noisemaking, abusing others and throwing tantrums. However, these kinds of behavior occur at different degrees in that some are more rampant than others as can be seen from figure 4.2 above.

From the study, it can also be concluded that when parents and teachers give rewards, the influence is mostly positive. It is only in a few instances that the parents' and teachers' use of rewards does not have any influence on the children. This is shown in figures 4.3. Similarly, the use of punishment by teachers and parents brings about positive influence on the children. There are however a few instances in which the use of punishment brings about negative influence as shown in the responses of the teachers and parents in figure 4.4.

On the impact of rewards on respect for school rules, the study concluded that the use of rewards encourages respect for school rules as well as class attendance. It also discouraged the engagement in deviant behavior. The same case applies to the use of punishment in that its use led to curbing of deviant behavior and encouraging respect for the school property. This was however not the case in all instances as some children did not respond to punishment.

5.4.1 Recommendations for Implementation

Following the findings of this study, the following recommendations were made:

1. Whenever children make a mistake, they should be corrected in the best way possible so that they can grow to be responsible persons.
2. The methods used by both parents and teachers to deal with indiscipline among preschoolers should be friendly.
3. Parents should not leave the burden of disciplining their children to the teacher- they should complement their efforts by disciplining the child whenever he/she is away from school.
4. Adults should set good examples to the young ones by behaving in the required manner- this should especially begin with the parents.
5. Discipline should be instilled with fairness among all the learners.

5.4.2 Recommendations for Research

In spite of the study having tried to explore the influence of the use of rewards and punishment on discipline among preschoolers, the researcher still feels that further detailed research needs to be carried out in Chogoria zone on the influence of the specific types of rewards and punishment on discipline. This will bring out the most effective types of rewards and punishment to be used by parents and teachers which will in turn help them discipline the children more effectively.

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APPENDIX 1

OBSERVATION CHECKLIST

Session: _____ Activity:

1. Teacher Instructions

1.1 'Do' Instructions e.g. sit down, write group work etc.

1.2 'Don't' Directives e.g Don't make noise. Don't go out etc

2. Child response to teacher instructions

2.1 Response with regard to 1.1

2.1.1 Follows instruction e.g. sits down d]

2.1.2 Hesitant to follow instruction e.g. takes time to sit down \ZZ\

2.1.3 Fails to follow instruction e.g. does not sit down dH

2.2 Response With regard to 1.2

2.2.1 Follows instruction e.g. stops making noise •

2.2.2 Hesitant to follow instruction e.g. takes time to stop making noise

2.2.3 Fails to follow instruction e.g. continues making noise I__I

3. Teacher response to child's behavior following the instructions

3.1 Response with regard to 2.1.1 or 2.2.1 above

3.1.1 Material rewards e.g. sweets, pencil etc

3.1.2 Non-material rewards e.g. patting, praises etc [__]

3.1.3 Does Nothing e.g. assumes nothing has happened I__I

3.2 Response with regard to 2.1.2 or 2.2.2 above

3.2.1 Instant punishment e.g. Time out ••

3.2.2 Use of coercion e.g. threats •

3.2.3 Does nothing e.g. assumes nothing has happened ••

3.3 Response with regard to 2.1.3 or 2.2.3 above

3.3.1 Instant punishment e.g. withdrawal of privileges q^j

3.3.2 Warning e.g. warns of consequences such as Time out CD

3.3.3 Does nothing e.g. assumes nothing has happened •

APPENDIX 2

Questionnaire for Parents

Name:.....(Optional)

Age:

Gender:

1. How many children do you have?

(Tick where appropriate)

Less than 2 2- 5 More than 5

2. a) What kind of discipline problems do you experience with your child who is in this preschool?

b) Which are the most common?

3. Does your child's teacher complain about your child's behavior?

Yes No

If so, which are some of the complaints

4. Do you employ the use rewards and punishments to deal with discipline cases exhibited by your child?

Give examples of both rewards and punishment that you normally use?

5. How often do you employ rewards and punishment in reinforcement of behavior?

6. (a) Do you think punishment helps curb deviant behavior?

Yes I I No I I Sometimes I

7. How does punishment help reinforce preschoolers' respect for school property in your preschool?

8. Do you think the use of rewards affects class attendance?

If so how?

9. How would you relate the use of rewards and respect for school rules?

10. What advice would you give to other parents about rewards and punishment as methods of dealing with child indiscipline?

APPENDIX 3

Interview schedule for Teachers

1. How long have you been working as a teacher in this preschool?
2. How would you rate the discipline levels of your preschoolers?
3. Do you experience any indiscipline problems with your preschoolers?
4. If so, which are the most common?
5. Do you issue directives to your preschoolers?
6. How do you deal with them when they comply or fail to comply with these directives?
7. Do you apply rewards and punishment when dealing with your preschoolers' discipline?
8. How often do you employ rewards and punishment in reinforcement of behavior?
9. Does the use of punishment help in curbing deviant behavior in preschoolers?
10. Does its use reinforce respect for school property?
11. How do your preschoolers respond to your use of rewards?
12. Does the use of rewards affect class attendance?
13. What about its influence on respect for school rules?
14. What other measures do you apply to curb discipline in your preschoolers?