# THE EFFECTIVENESS OF REBORES AN PUNISHMENT IN PROMOTING DISCIPLINE AMONG SECONDARY SCHOOL STUDENT

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## ABSTRACT

It is significant that in recent years, certain responsibilities have been delegated to parties other than the parents. This transfer in authority has taken place. The pressures and adjustments that take place in the child's society have an influence on the child's ability to retain their individuality. In addition, the kid's environment, which includes his parents and other adults, his friends, and his siblings, all have an influence on the child's growth and development. This influence is compounded by the fact that the child is the product of his environment. The numerous pressures of the society in which the youngster lives are mirrored onto him as well since they have an influence on the behaviours of those who are responsible for the kid's upbringing and education. Working together is essential to the success of coaxing a child's development in the right direction. In order to provide the child with an all-encompassing educational experience, both the parent and the teacher need to have a holistic understanding of the child and how he behaves in his everyday life, both at school and at home. This understanding is necessary in order to provide the child with an all-encompassing educational experience.

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**Keyword:** educational experience., numerous pressures, kid's environment.

## INTRODUCTION

When it comes to the educational experiences that students have had up to this point, the problem of a lack of discipline is becoming more and more apparent among students everywhere (Kerlinger, 1986). When a parent gave permission for their child to attend a certain school or other establishment, it was presumed that the parent consented to the institution's ability to use disciplinary measures against the student within the legal bounds (i.e. the common law). The most current research suggests that incidences of student disobedience are on the increase in Nigeria, and in some cases, it is thought that learners have murdered other learners while they were present at their respective educational institutions (Harber et al, 2001). The incidents of student disobedience that were reported in schools raised worries concerning the safety of the schools and the circumstances that were present within the classrooms. Educators in Nigeria were of the belief that other forms of discipline, such as those that did not include the use of physical force, were not nearly as effective as physical punishment in terms of lowering the number of incidents of student disobedience that occurred in schools (Zulu et al, 2004). However, in light of the increased emphasis placed on the protection of students' rights and the documented negative effects of using physical punishment (Zaibert, 2006), it is becoming increasingly important for educators to be aware of and embrace effective alternative disciplinary practises. There are some compelling arguments in favour of the use of physical punishment in schools. These arguments include:

According to Tuluhi and Bello (2000), the definition of insubordination is behaving in a way that is counter to the rules and procedures of an organisation. In other words, insubordination is disobedience. When people violate the standards set by an organisation, whether intentionally or not, it impedes the organization's capacity to operate in an effective way. These violations might be intentional or accidental. For the sake of this discussion, indiscipline may be regarded as a way of life that is not in accordance with accepted standards and is not subject to the direction or oversight of a person in a position of authority.

**2**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

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In a larger sense, the term refers to violations of school rules and regulations that have the potential to disturb the efficient and well-organized functioning of the educational system. These types of disruptions may be caused by students, faculty, and staff (Adeyemo, 2005). The bulk of the time, the rules and regulations that are enforced in schools have the most direct effect on the students who are enrolled in such institutions. This is due to the fact that the administration of the school devises certain rules in order to lead and supervise the pupils when they are on school grounds. Learners in preschool have frequently been observed participating in activities and behaving in a manner that is not in accordance with the rules and regulations that have been established by the school or even reacting in a manner that is suitable to the teacher's directions. This behaviour can be attributed to a lack of awareness of the rules and regulations that have been established by the school. During the course of a student's growth and development, there are specific biological changes that signify maturity. Administrators have thrown the finger of blame at various environmental and social elements that impact behaviour. In addition, they have blamed certain biological changes. This has been done in an attempt to provide an explanation for the increase in disruptive behaviour that has been seen among children in schools (Mukharjee; 2005). Every single institution has criteria and expectations for students' behaviour that are quite severe. Schools with high levels of discipline, on the other hand, have staff members who discuss and share their high standards for appropriate student behaviour. This is in contrast to schools with low levels of discipline (Piazza, et al., 2007). Rules, repercussions, and procedures are formulated with the help of the students, set out in full detail, and presented to each and every individual present in the school.

According to the results of scholars such as Short (2008), student participation in the process of designing and analysing school punishment programmes cultivates a sense of ownership and belonging for the kids who are active in the process. It is possible to ensure that all of the staff members and students are aware of what is and is not appropriate because of the extensive dissemination of rules and procedures that are stated in straightforward language (Short, 2008). According to Smedley and Willower (2001), schools that have a high level of discipline also have a welcoming social environment that is characterised by a caring for the students as individuals. The faculty and administration take an interest in the individual goals, achievements, and struggles of the kids, and they provide their assistance to the children in

**3**/17 | **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

both their academic and extracurricular endeavours. Many schools with bad discipline have administrators who are only visible during "official" school chores like assembly or when they are enforcing school discipline. One example of such a work would be the reading of the daily announcements. This is an issue that arises in a lot of schools. On the other hand, the administrators of schools with a high level of discipline have a propensity to maintain a high profile both in the hallways and the classrooms of their respective schools. They talk to the instructors and students in an informal setting, call them by their names, and show interest in the activities that the people they are talking to take part in. Such Principals are the ones who are held accountable for handling severe infractions at schools that have a high degree of discipline, while teachers are the ones who are held accountable for dealing with typical classroom disciplinary concerns.

## 1.9 CONCEPTUAL FRAMEWORK

This research is based on two variables: the independent variable is the use of physical punishment, and the dependent variable is the amount of truancy that occurs in community secondary schools. The use of physical punishment in secondary schools is likely to blame for the rise in the number of students who skip classes.
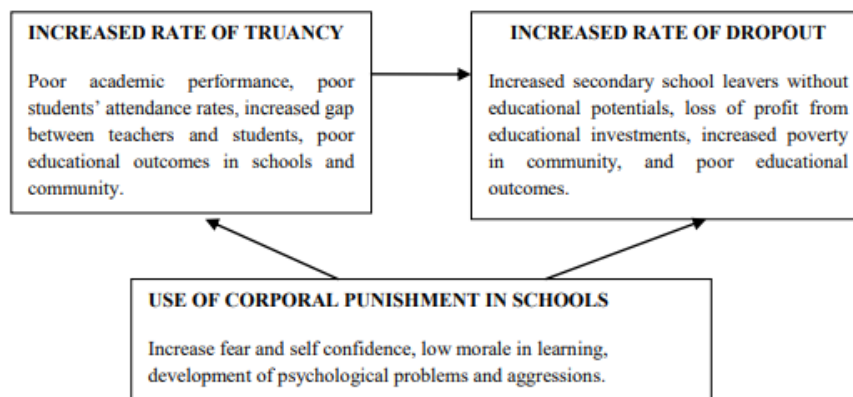
| INCREASED RATE OF TRUANCY | INCREASED RATE OF DROPOUT |
|---|---|
| Poor academic performance, poor students' attendance rates, increased gap between teachers and students, poor educational outcomes in schools and community. | Increased secondary school leavers without educational potentials, loss of profit from educational investments, increased poverty in community, and poor educational outcomes. |

**USE OF CORPORAL PUNISHMENT IN SCHOOLS**

Increase fear and self confidence, low morale in learning, development of psychological problems and aggressions.

**Figure 1.1: Conceptual Framework**

This piece of research will focus its attention and its scope on a number of community secondary schools that are situated inside Mwanza's Magu District. Because the researcher's place of main origin is located within the region that is the subject of the study and because the researcher is quite acquainted with the area, it was decided that the research should be

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carried out in that particular location. There is no space for doubt since the study will offer a reliable and relative picture of the situation in other regions of the Mwanza region and Tanzania in general that are similar to the one that is now being researched. The findings of the study are presented in the form of a report that is divided into five chapters. The first chapter is an introduction to the problem, the second chapter is a review of the literature, the third chapter presented the methodology of the study, and the fourth chapter analysed and interpreted the results of the study. In the fifth and last chapter, we covered what was learnt, drew some conclusions, and provided some suggestions.

The application of physical or mental discomfort to students as a kind of disciplinary action in the classroom may not be children's idea of fun, but it does serve an essential educational function. These measures are taken out as a punishment or irregularities committed protégé of the provisions that have been set, with the intention that students will not repeat the mistakes that they have made in the manner in which they have conducted themselves. According to Apriliya[1,] in order to successfully manage a classroom environment, one must use a variety of different tactics. The modification of the students' behaviours, the cultivation of a pleasant socio-emotional atmosphere, the management of specific groups, and the use of a mix of the aforementioned three tactics are some examples of these strategies. Alternating the delivery of prizes and punishments is one strategy that the management may employ to keep order in the classroom. This is one of the methods that can be implemented. There is always going to be a need for some form of disciplinary action whenever someone disobeys a set of rules or any kind of discipline; this is where punishment comes into play. On the other hand, motivation is an essential component in order to animate students, cultivate compassion, educate students on the reality that they will commit errors, cultivate a harmonious relationship with students, and are able to form good manners to students in addition to respecting and honouring teachers in order to preserve the authority of permanent teachers. All of these things are necessary in order to preserve the authority of permanent teachers. All of these elements are important to guarantee that the authority of permanent instructors is maintained in order for that authority to be preserved. In order to attain the aim of generating students who are both well educated and disciplined, administrators and instructors in schools are of the belief that there must be discipline. This is because the goal is to produce kids who are both well educated and disciplined. According to this line of reasoning, punishment is

**5**/17 | **Hemant Kumar*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

necessary in order to ensure that students obey school regulations and to offer an opportunity for teachers to address inappropriate behaviour exhibited by students. Additionally, this line of reasoning asserts that students should be held accountable for their actions. Because of this, many individuals who are in favour of the use of punishment in schools have the opinion that there is a relationship between the use of physical punishment as a way of problem-solving for children on the one hand, and the preservation of order in the classroom on the other side.

## LITERATURE REVIEW

## 2.1 MANAGEMENT POLICIES AND PROCEDURES IN SCHOOLS

According to Mafabi (1993), management is the process of achieving organisational objectives by cooperating with and directing the efforts of individuals. Management is concerned with the formulation of policies and procedures, as well as the formulation of plans for doing tasks with the intention of achieving the goals of a certain company. One way to think of the rules or standards of conduct that govern a community is as the collectively held expectations of its members. These include what the group considers to be a pattern of conduct that is socially acceptable and is required of every person who is a part of the group (Jeong, 2005). In an ideal world, schools would establish rules and regulations for the appropriate governance of the many different lifestyles of pupils, including a list of dos and don'ts. On the other hand, regulations are legally binding commands that follow a certain set of rules and are meant to foster order and efficiency inside an organisation. Lupton and Jones (2002), in agreement with Okumbe (1998), suggested that successful schools exhibit sound inclusive practises. These practises include an emphasis on school rules and regulations, collaborative leadership, and the excellent practise of the school's faculty and staff. Because of this, the rules and regulations of the school describe the level of conduct that is required of both the instructors and the pupils. However, these researchers did not comment on how the rules and regulations of the school impact the growth of values held by pupils at the school.

According to Adams (2003), one of the tactics meant to promote excellent behaviour in pupils is the establishment of rules and regulations inside the school. This entails self-control, orderliness, proper conduct, and adherence to the authority figures at the school (Adams,

**6**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: hemantkumar.titidha@gmail.com*

2003). Students are also handed prospectuses upon entrance to schools, particularly at the secondary level. These prospectuses outline some of the requirements that are expected of them (Adams, 2003). In the majority of instances, these rules and regulations outlined what actions school members should do and what actions they should not take. In spite of this expectation, students in the majority of secondary schools routinely violate these rules and regulations by engaging in widespread acts of indiscipline. These acts include fleeing the school, consuming alcoholic beverages, participating in frequent strikes that result in the closure of schools and the suspension of students, all of which have a negative impact on the academic performance of students. This raises the question of whether or not these regulations and processes are efficient methods of imparting values in children.

In Kenya, Macharia, Thinguri, and Kiongo (2014) noted that prefects are also responsible for carrying out enforcement duties. Kabandize (2004) carried out a study on students' control through rules and regulations set by individual schools in Uganda. He observed that policies and procedures are enforced through prefects' bodies and councils, disciplinary committees, teachers, and the involvement of parents. The study was published elsewhere. Cotton (2001) also stated that the greatest results might be reached by vigilantly reminding pupils about the rules and regulations of the school and checking their compliance with those rules and regulations. Cotton's argument was that this would provide the best possible outcomes.

However, in many secondary schools, it has become normal for students to break school rules and regulations with impunity, showing a lack of respect to school authority, damaging school property, beating up their teachers, rioting at any slight opportunity, and even inflicting harm on one another to the point of using acid as a means of defence. These behaviours have led to an increase in the number of suspensions, expulsions, and other disciplinary actions taken against students. Students who engage in such uncontrolled conduct run the risk of their academic performance suffering as a direct consequence. According to Kristo (2010), value education is an essential component in the successful operation of the school. This author believes that character education has the potential to really make a difference in the lives of students by assisting them in the development of a strong value system and teaching them the skills to interact and survive in their society. With the support of parents, the community, and the dedication of all school staff, this author

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believes that character education has the ability to really make a difference in the lives of students. This may be accomplished by putting relevant rules and procedures into place and making sure they are followed.

## 2.2 CONTRIBUTION OF DISCIPLINARY POLICIES AND PROCEDURES ON THE DEVELOPMENT OF VALUES AMONG LEARNERS IN SECONDARY SCHOOLS

School discipline, as defined by Temitayo, Nayaya, and Ajibola (2013), relates to the management of pupils as well as the preservation of order inside schools. These norms may, for instance, describe the anticipated standards of attire, adherence to time, social behaviour, and work ethics. The word "punishment" may also be used to refer to the result of breaking the behaviour code, which is known as "the code of conduct." In other words, the implementation of school discipline sometimes involves the handling of disciplinary setbacks in a manner that is consistent with the regulations of the school. According to the findings of their research, some of the most common issues include disobedience to school authority, disruption of classroom instruction, truancy, fighting, the use of profanity, destruction of school property, violation of dress code policies, theft, and unauthorised departure from the school compound. Every administrator at a school should make it their personal mission to ensure that their institution maintains a disciplined and secure setting in which teaching and learning may take place on a daily basis. The Temitayo research, on the other hand, did not investigate the question of whether or not disciplinary rules and processes are necessary for the development of good conduct via the cultivation of values.

Prior to the beginning of the school year, Otoro (2012) suggested that school administrators conduct a needs assessment of the student body. In the event that the principle is absent from school, the Deputy Principal should always be present. It is recommended that regular staff meetings be conducted, and it is also recommended that student representatives attend these sessions. Training for prefects should include sessions on both leadership and counselling, and should take the form of lectures and workshops. Additionally, Otoro (2012) recommended that disciplinary procedures concerning suspension and punishment should be clearly communicated to both students and teachers. Additionally, the teacher on duty should reside in the school compound in order to ensure that students are where they should be and

**8**/17  **Hemant Kumar*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

that any problem that arises is dealt with immediately. When pupils are aware of what is expected of them, they will be obliged to follow the protocols that have been established and will also acquire vital values. The purpose of Otoro's research was to determine the reasons for strikes in Machakos District as well as the reactions of school administrators. In addition, even though it is apparent from Otoro's research that disciplinary procedures are essential for the management of indiscipline among learners, the researcher did not establish a definitive connection between the implementation of disciplinary policies and procedures and the cultivation of values among students.

## RESEARCH METHODOLOGY

A research methodology is a technique that is used in the process of gathering and evaluating data in order to provide solutions to the issues and provide additional specifics. According to Polit and Hungler (2004), the term "methodology" refers to many approaches that may be used in order to collect, organise, and evaluate data. The nature of the research questions should guide decision-making on the methodology. When it comes to doing research, methodology may be thought of as the philosophy behind making reliable scientific judgements. According to Burns and Grove's (2003) definition, a study's methodology encompasses not only its design but also its context, sample, methodological constraints, as well as the procedures used to gather data and analyse it. The term "methodology" refers to a framework of ideas and concepts that serves as the foundation for "method" and "procedures" (Holloway, 2005). This chapter covers the study design, the location of the research, the time and place where the research was conducted, the sources of the data, the method for collecting the data, and the method for analyzing the data.

## RESULT AND DISCUSSIONS

Both the study results and a commentary of those findings are presented by the researcher in this chapter. Following the collection of data from students in the XI IPA class at SMA N 1 Indrapuri, the researcher discusses in the study results what sorts of incentives and punishments the instructor uses while instructing pupils in English. The questionnaire is where the investigator discusses, to what extent, incentives and punishments have an impact on the students' motivation in regards to learning English.

**9**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

**Table4. 1 "Students' feel more active in learning English if teacher give rewards in the classroom"**

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Strongly Agree | 35 | 63.6% |
| Agree | 13 | 23.6% |
| Disagree | 5 | 9.2% |
| Strongly Disagree | 2 | 3.6% |
| Total | 55 | 100% |

Table 4.1 The outcome of questionnaire 1 The table revealed that 13 students (23.6%) were in agreement with the statement, while 35 students (63.6%) strongly agreed that they might be more engaged in learning English if instructors provide prizes for them. The number of students who highly agreed ranged from 13 to 35. Five of the students disagree with the statement, and two of the students feel quite passionately about their disagreement. The researcher was able to draw the conclusion that the students' increased engagement in English learning was a direct result of the use of incentives in the classroom. There were no gaps in the data in this table, and it was shown without any reasonable doubt that the students become more engaged in class when their professors provide prizes for their efforts.

**Table4. 2 "Students get rewards based on learning outcomes."**

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Strongly Agree | 13 | 24% |
| Agree | 39 | 71% |

**10**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: hemantkumar.titidha@gmail.com*

| | | |
|---|---|---|
| Disagree | 2 | 3.9% |
| Strongly Disagree | 1 | 1.1% |
| Total | 55 | 100% |

Table 4.2 The response that we got to Question 2 was 49. It was clear from the data shown in the table that educators choose appropriate incentives for their pupils on the basis on the results of their academic performance. The vast majority of the students are of the opinion that the benefits they get in the classroom are commensurate with the efforts they put in. There were 39 students who responded that they agree, students who said that they strongly agree, two students who responded that they disagree, and one student who responded that they strongly disagreed with the statement.

**Table4. 3 "Students' only want to study if the teacher gives rewards in the classroom"**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 5 | 9.1% |
| Agree | 5 | 9.1% |
| Disagree | 25 | 45.5% |
| Strongly Disagree | 20 | 36.3% |
| Total | 55 | 100% |

Table 4.3 The answer to Question 3 is as follows: According to the data shown in the table that is located above, 45.5% of the students disagree with the statement that is located above, and 36.3% of the students strongly disagree with the assertion that they will only want to learn in the classroom if the instructor provides them prizes. However, there are five students

**11**/17  **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

who agree with the statement presented above, and there are also five students who agree with the statement shown above. It is possible to draw the conclusion that they are attempting to learn English not just because they seek the benefits associated with doing so, but also because they are interested in doing so.

**Table4. 4 "Teachers never give rewards in the classroom"**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 5 | 9.1% |
| Agree | 5 | 9.1% |
| Disagree | 37 | 67.3% |
| Strongly Disagree | 8 | 14.5% |
| Total | 55 | 100% |

The data shown in the table above reveals that 25 students, or 45.5% of the student body, disagree with the assertion that the professors never provide awards in the classroom, and that 20 students, or 36.3% of the student body, strongly disagree with the statement. It indicates that the instructor makes use of incentives and rewards in the classroom as part of the teaching and learning process. On the other hand, five students (9.1%) agree with the statement, and the same number of students (9.1%) also strongly agree with the statement.

**Table4. 5 "Students' feel more responsible in learning English if teacher give punishments in the classroom"**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 21 | 38.2% |
| Agree | 25 | 45.5% |

**Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* *hemantkumar.titidha@gmail.com*

| | | |
|---|---|---|
| Disagree | 5 | 9.1% |
| Strongly Disagree | 4 | 7.2% |
| Total | 55 | 100% |

Table 4.5 The response that was given to Questionnaire 5 51 According to the data in the table, there are five students who disagree with the statement (9.1%), and there are four students who strongly disagree with the statement (7.2%). While 21 students (38.2%) are in agreement with the statement and 25 students (45.5%) are in agreement that they are more responsible in learning English if the teachers give punishments for them when they do not follow the lesson rules, 21 students (38.2%) are in strong agreement with the statement.

**Table4. 6 "Punishments makes students' unmotivated in learning English."**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 9 | 16.4% |
| Agree | 1 | 1.8% |
| Disagree | 32 | 58.2% |
| Strongly Disagree | 13 | 23.6% |
| Total | 55 | 100% |

Table 4.6 The response that we got to Question 6 The majority of the pupils seem to have a pessimistic outlook, as shown by the table. There were 32 students who disagreed with the statement that the sanctions handed out by the instructors made them reluctant to study English, and there were 13 students who strongly disagreed with the statement. Despite this,

**13**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: hemantkumar.titidha@gmail.com*

there are nine students who strongly agree with the statement, and just one student who agrees with it overall (1.8%).

**Table4. 7 "Teachers' give punishments appropriate with students' mistakes.**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 11 | 20% |
| Agree | 38 | 69.1% |
| Disagree | 6 | 10.9% |
| Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

Table 4.7 The response that we got to Question 7 According to the data shown in the table above, the majority of the students' responses to the statement were favourable. There are 38 students who agree with the statement, making up 69.1% of the total, and 11 students who strongly agree, making up 20% of the total. These students believe that the instructor hands out penalties to pupils depending on the mistakes they committed while they were in the classroom. In the meanwhile, six students, or 10.9% of the total, are against the statement.

**Table4. 8 "Teachers give punishments without giving warning before."**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 5 | 9.1% |
| Agree | 4 | 7.2% |
| Disagree | 43 | 78.2% |

**14**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: hemantkumar.titidha@gmail.com*

| Strongly Disagree | 3 | 5.5% |
|---|---|---|
| Total | 55 | 100% |

The findings of Questionnaire 8 are shown below in Table 4.8. According to the data shown in the table that is located above, a total of 43 students, or 78.2% of the student body, are in disagreement with the statement that was made before, and three students, or 5.5% of the student body, are in significant disagreement with the statement. Four students (7.2%) said that they agree with the statement, while five students (9.1%) indicated that they highly agree. As a result, one might get the following conclusion: before handing out penalties to kids, instructors always provide a warning.

**Table4. 9 "Teacher give more punishments if students repeat the same mistake."**

| Options | Frequency | Percentage (%) |
|---|---|---|
| Strongly Agree | 13 | 23.7% |
| Agree | 34 | 61.8% |
| Disagree | 7 | 12.7% |
| Strongly Disagree | 1 | 1.8% |
| Total | 55 | 100% |

Table 4.9 The response that we got to Question 9 Due to the fact that this table displays a more favourable reaction, it demonstrates that the majority of students get more sanctions from the instructor if they continue to make the same error. There are 34 students who agree, and 13 students who strongly believe that pupils should receive greater sanctions if they make the same mistake several times. This is a 61.8 percent agreement rate. On the other hand,

**15**/17    **Hemant Kumar*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

seven students (12.7%) have some disagreement with the statement, and one student (1.8%) has a very strong disagreement with it.

**CONCLUSION**

This chapter provides a detailed description of the findings and conclusions that were reached as a result of an inquiry into the effects of rewards and punishments, as well as the efficacy of incentives and punishments, on the students' desire to learn English at SMA N 1 Indrapuri. This research included three English professors and a total of 55 students from the 11th grade at SMA N 1 Indrapuri as participants.

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**16**/17    **Hemant Kumar\*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail:* hemantkumar.titidha@gmail.com

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