
Domestic Discipline as Determinant of Students' Psychological Wellbeing in Senior Secondary Schools in Imo State

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Abstract: *This study investigated domestic discipline as determinant of students' psychological wellbeing in senior secondary schools in Imo State. Three research questions with their corresponding null hypotheses guided the study. This study adopted the ex post facto research design. From a population of 14,461 students in Imo State, 20% of the population (2,892 students [1,329=Urban & 1,329=Rural]) was sampled hence, the selection of the students was carried out using the judgemental sampling technique. The instrument used for data collection was "Domestic Discipline as Determinant of Students' Psychological Wellbeing Scale (DDDSPWS), tailored in a four point Likert scale. The instrument was validated by two experts in the field of Measurement and Evaluation, who established that the instrument is valid and reliable, while the Cronbach's Alpha was used to measure the internal consistency of the test items, as such yielded a coefficient index of 0.76. Data analyses were carried out using mean and standard deviation to answer the research questions, while the null hypotheses were tested using z-test statistic. The study found that there is no significant difference in the mean ratings of urban and rural students on the extent to which reward system, positive reinforcement and natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State. Given the above, it was therefore recommended among others that effective and comprehensive reward system as a form of recognition, reassurance or admiration should be encouraged by teachers and parents as it motivates the child, and that positive reinforcement as a form of discipline should be employed by both parents and teachers to modify the psychological wellbeing of the students.*

Key words: *Domestic Discipline, Psychological Wellbeing, Students, Imo State.*

Introduction

In Nigeria, parents have a considerable role in promoting and improving psychological wellbeing of their children. Regardless of this, schools should and are encouraged to strengthen their efforts in developing innovative ways to involve parents in their children's academic growth. In the view of Lai and Vadeboncoeur (2012), the duty of a school entails the promotion of discipline and this has become a passive act, rather than a genuine effort. In addition, parents are often scapegoats when trying to find the blame to student achievement. For example, some teachers blame parents for the children's academic failures (e.g., "If only the parents assist at home" or

“Parents just do not care about school”). Despite these remarks, research continues to credit domestic discipline as a way to effectively increase the psychological wellbeing of their children (Gonzalez-DeHass, 2015).

Discipline entails many constructs of school such as engagement, which includes attending parent-teacher conferences, monitoring student grades, imparting parental values, helping with homework contributing to extra-curricular activities, and providing intrinsic and extrinsic motivation. However, schools have failed to engage parents fully (Lai & Vadeboncoeur, 2012). For example, many schools do not provide literature in a second language or interpreters at conferences for parents whose primary language is not English. Academic leaders need to embrace parents as vital stakeholders within the educational system and encourage teamwork and collaboration. Discipline either domestic or otherwise is the responsibility of everyone and not only of the parents. So, it should be a priority for schools to involve parents as much as possible in the education of their children. The researcher further stipulates that when parents and children work together, they can produce more effective changes in the children behaviour than when either party is grappling with the problem alone. Joubert, De Waal and Rossouw (2015) further asserted that it becomes clear that parents to a great extent hold the key to the establishment and upholding of school discipline. Therefore, as a crucially important partner of the parents, the parent should set the basic principles of discipline in the upbringing of the child. It is perceived that children who come from ill-disciplined families cause the most problems at school. So, parents need to take responsibility for their children’s conduct, as parenting is not the primary purpose of educators (Le Roux, 2015). So, parents need to be empowered to be fully and actively involved in the education of their children.

According to Rain and Williams (2011), discipline refers to systematic instruction given to a disciple. To discipline means to instruct a person to follow a particular code of conduct. It is used by parents to teach their children about expectations, guidelines and principles. Children need to be given regular discipline to be taught right from wrong and to maintain safety. Discipline which comes from the home is referred to as domestic discipline. Domestic discipline is the methods used by parent to prevent future behavioural problems in children (Rain & Williams, 2011). Further, it involves reward and punishment to teach self-control, increase desirable behaviours and decrease undesirable behaviours. While the purpose of parental discipline is to develop and entrench desirable social habits in children, the ultimate goal is to foster sound judgment and morals so the child develops and maintains self-discipline throughout the rest of his/her life. Because the values, beliefs, education, customs and cultures of people vary so widely, along with the age and temperament of the child, methods of parental discipline vary widely. Domestic discipline is a topic that draws from a wide range of interested fields, such as parenting, the professional practice of behaviour analysis, developmental psychology, social work, and various religious perspectives. In recent years, advances in the understanding of attachment parenting have provided a new background of theoretical understanding and advanced clinical and practical understanding of the effectiveness and outcome of parenting methods (Walsh, 2017).

In Western society, there has been debate in recent years over the use of corporal punishment for children in general, and increased attention to the concept of positive parenting where good behaviour is encouraged and rewarded. Consistency, firmness and respect are all important components of positive discipline. The goal of positive discipline is to teach, train and guide children so that they learn, practice self-control and develop the ability to manage their emotions,

and make wise choices regarding their personal behaviour. Cultural differences exist among many forms of child discipline. Shaming is a form of discipline and behaviour modification. Children raised in different cultures experience discipline and shame in various ways. This generally depends on whether the society values Individualism or Collectivism (Reynolds & Clements, 2015). It is imperative therefore to opine that the greatest number of parents do actually care about their children and have significant perceptions about their children. Furthermore, Reynolds and Clements (2015) asserted that parents are capable of learning new techniques that they can practice. Since the banning of corporal punishment in all schools under the Nigeria Act (84 of 1996), discipline has become a major problem affecting many schools in Nigeria. The problem contributes negatively towards effective teaching and learning; and this has led to poor learner performance in schools. Though it is fundamental to state that managing discipline in schools is of outmost importance to allow effective teaching and learning.

In the view of Rammala (2019), lack of domestic discipline creates a negative attitude in children towards parents, thus affecting the relationship that must be maintained to promote an undisrupted learning process. Time for lessons is used to address such learners and eventually the whole class is affected. The entire scenario results in time for learning being interrupted, and this leads to most children academically under-performing. Success, good achievement and performance depend on the ability of the parent to maintain discipline and order (Mkhize, 2012). Furthermore, Mkhize (2012) maintained that effective psychological wellbeing by students, be it academic or extracurricular activities, is not likely to take place without domestic discipline. Thus, the researcher postulates that domestic discipline can be used to attain high standards of performance by students in a school situation. The study also revealed that it is hard for students to attain good performance in schools where there is poor discipline.

The various measures of parental discipline discussed in this study include reward system, positive reinforcement and natural consequences. Good behaviour depends on establishing a clear framework of rules, boundaries, routines, rewards for good behaviour and corrective sanctions. Young people are more likely to behave in an orderly fashion if the expectations concerning their behaviour are made clear. Blandford (2018) confirms that some families and schools offer a variety of rewards for positive behaviour, including lunch with a friend, homework passes, free time in the gym, or a chance to read outside. Further it is indicated that learners who have made an effort to contain their own behaviour should be praised and even included in class awards or certificates. Positive public relations could be created by sharing some positives with the child's parents. It is believed that the parents' comments will go far toward establishing meaningful, positive home-school relations (Mokhele, 2016).

Positive reinforcement refers to the introduction of a desirable or pleasant stimulus after a behaviour. The desirable stimulus reinforces the behaviour, making it more likely that the behaviour will reoccur. It is a **positive parenting** method used for a variety of purposes and in a wide range of contexts, as it capitalizes on the good behaviours that are already being displayed, rewarding the natural tendencies towards good behaviour in the individual you are working to train. Although it sounds like a simple idea, it was not always the go-to method for teaching. Punishment has always been a popular method for teaching whether it was for training children, pets, or adults (Soneson, 2015). In fact, positive reinforcement is only one of the four types of conditioning according to famed behaviorist B. F. Skinner's model. Whenever it is being good, cooperative, solves things non-aggressively, immediately reward those behaviours with praise, attention, goodies. Punishment: If acting aggressively, give immediate, undesired consequence

(send to corner; say "NO!" and couple with response cost). Response cost: Most common would be "time-out". Removing sources of attention by placing in an environment without other people. Careful: This can become (aversive) punishment, depending on how done. To be response cost, it can only simply be taking away a desirable thing; not adding a negative one (Soneson, 2015).

Natural consequences involve children learning from their own mistakes. In this method, the parent's job is to teach the child which behaviours are inappropriate. In order to do this, parents should allow the child to make a mistake and let them experience the natural results from their behaviour. For instance, if a child forgets to bring his lunch to school, he will find himself hungry later. Using natural consequences would be indicative of the theory of accomplishment of natural growth, which is the parenting style of the working class and poor. The accomplishment of natural growth focuses on separation between children and family (Westwood, 2015). Children are given directives and expected to carry them out without complaint or delay. Children are responsible for themselves during their free time, and the parent's main concern is caring for the children's physical needs. In order for this method to be effective the parents cannot shield their child from harm or from getting in trouble. They must allow for the mistake to occur in order for the child to learn the consequences. For example, a basic natural consequence is that if the child touches a hot pot he will get burned. The consequence is usually immediate, and the parent may have little control when protecting the child. However, the pain is the consequence of touching the pot which will teach the child to not do that again (Westwood, 2015).

Psychological well-being refers to inter- and intra-individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth. Subjective well-being reflects dimensions that affect judgments of life satisfaction. Psychological wellbeing has two important facets. The first of these refers to the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological wellbeing is referred to as subjective wellbeing (*Diener, 2010*). A parent's psychological wellbeing indirectly contributes to children's social and emotional development by helping to shape a family's social environment, particularly the quality of the parent-child relationship (Connell & Goodman, 2012). From the aforementioned, it is pertinent to establish that many parents today with anxiety, schizophrenia, or antisocial personality disorders show less warmth and responsiveness toward their children. Parents with anxiety disorders also appear to experience difficulty promoting autonomy in their children, and impose more control over their children's behaviours (Singh, Mbokodi & Matsila, 2014).

Statement of the Problem

Domestic discipline at home and in schools has two important goals, namely to create an environment conducive to learning and teaching; and to ensure the safety of adolescents. Managing domestic discipline is therefore of outmost importance to allow effective psychological wellbeing. Today, many parents have problems in managing discipline at home, especially in a situation where parents are unable to maintain order and discipline, the child may become unmotivated and distressed as such the climate for learning is diminished, leading to underachievement. Hence, insufficient domestic discipline leads to poor performance of the child academically (Lee & Bowen, 2016). Today, many parents have lost it all in controlling their children because of the manner in which they handle their children, others because of the nature of the society and as such are unable to instill discipline on them. Their inability to discipline

their children at home will certainly amount to huge academic decadence, poor academic performance, rascality, and emotional malfunction to mention but a few (Lamborn, 2011). Given the above, this study sought to investigate domestic discipline as determinant of students' psychological wellbeing in senior secondary schools in Imo State.

Purpose of the Study

The study is purposely aimed at investigating domestic discipline as determinant of students' psychological wellbeing in senior secondary schools in Imo State. Specifically, the study seeks to:

1. Ascertain the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State.
2. Determine the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State.
3. Find out the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent does reward system determine students' psychological wellbeing in senior secondary schools in Imo State?
2. To what extent does positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State?
3. To what extent does natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State?

Hypotheses

The following research hypotheses were formulated for the study and were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of urban and rural students on the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State.
2. There is no significant difference in the mean ratings of urban and rural students on the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State.
3. There is no significant difference in the mean ratings of urban and rural students on the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State.

Methodology

This study adopted the ex post facto research design. From a population of 14,461 students in Imo State, 20% of the population (2,892 students [1,329=Urban & 1,329=Rural]) was sampled hence, the selection of the students was carried out using the judgemental sampling technique. The instrument used for data collection was "Domestic Discipline as Determinant of Students' Psychological Wellbeing Scale (DDDSPWS), tailored in a four point Likert scale. The instrument was validated by two experts in the field of Measurement and Evaluation, who

established that the instrument is valid and reliable, while the Cronbach’s Alpha was used to measure the internal consistency of the test items, which yielded a coefficient index of 0.76. Data analyses were carried out using mean and standard deviation to answer the research questions, while the null hypotheses were tested using z-test statistic.

Results

Research Question 1: To what extent does reward system determine students’ psychological wellbeing in senior secondary schools in Imo State?

Table 1: Descriptive Statistics on the Extent Reward System Determine Students’ Psychological Wellbeing in Senior Secondary Schools in Imo State

S/No.	Statement	Urban School Students (1,563)			Rural School Students (1,329)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
1	Reward goes a long way in meeting the educational need of students	3.18	1.20	High Extent	2.95	1.21	High Extent
2	Students who are encouraged tend to do better subsequently.	3.31	1.31	High Extent	3.27	1.19	High Extent
3	It facilitates educational need of the child and enhances their Psychological wellbeing.	2.83	1.18	High Extent	3.19	1.10	High Extent
4	Recognized and rewarded students will become confident and satisfied with their studies.	3.00	1.24	High Extent	3.27	1.22	High Extent
5	It helps to promote positive and appropriate behaviour among students in the class.	3.22	1.13	High Extent	3.13	1.25	High Extent
	Grand Rating	3.11	1.21	High Extent	3.16	1.19	High Extent

The information in Table 1 above shows that students in urban schools have a grand mean of 3.11 and standard deviation of 1.21, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.19, indicating that reward system determine students’ psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that reward system determine their psychological wellbeing to a high extent.

Research Question 2: To what extent does positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State?

Table 2: Descriptive Statistics on the Extent Positive Reinforcement Determine Students' Psychological Wellbeing in Senior Secondary Schools in Imo State.

S/No.	Statement	Urban School Students (1,563)			Rural School Students (1,329)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
6	Applauding a child makes him/her have a sense of belonging emotionally.	3.64	1.22	Very High Extent	3.80	1.30	Very High Extent
7	It motivates students to do better in school and enhances their psychological wellbeing.	3.12	1.20	High Extent	3.01	1.09	High Extent
8	It encourages the child in learning and improves their emotions and interest.	2.90	1.33	High Extent	2.95	1.23	High Extent
9	Assist in solving problems that students have in school involving their academics.	3.04	1.19	High Extent	2.80	1.18	High Extent
10	Boost good feelings and increase motivation by students	3.19	1.08	High Extent	3.25	1.15	High Extent
Grand Rating		3.18	1.20	High Extent	3.16	1.19	High Extent

The information in Table 2 above shows that students in urban schools have a grand mean of 3.18 and standard deviation of 1.20, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.19, indicating that positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that positive reinforcement determine their psychological wellbeing to a high extent.

Research Question 3: To what extent does natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State?

Table 3: Descriptive Statistics on the Extent Natural Consequences Determine Students' Psychological Wellbeing in Senior Secondary Schools in Imo State.

S/No.	Statement	Urban School Students (1,563)			Rural School Students (1,329)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
11	<i>It teaches the child which behaviours are inappropriate.</i>	3.53	1.20	High Extent	3.34	1.20	High Extent
12	<i>Allows the child to make a mistake and let them experience the natural results from their behaviour</i>	2.80	1.16	High Extent	3.22	1.19	High Extent
13	<i>It help the students to become more independent and self-assured.</i>	2.85	1.27	High Extent	3.15	1.30	High Extent
14	<i>This approach teaches the child responsibility, independence, and motivation</i>	2.94	1.21	High Extent	3.16	1.21	High Extent
15	<i>Natural consequences teach children how to make good decisions that will lead to the proper outcome.</i>	3.06	1.19	High Extent	2.91	1.10	High Extent
	Grand Rating	3.04	1.21	High Extent	3.16	1.20	High Extent

The information in Table 3 above shows that students in urban schools have a grand mean of 3.04 and standard deviation of 1.21, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.20, indicating that natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that natural consequences determine their psychological wellbeing to a high extent.

Hypothesis 1: There is no significant difference in the mean ratings of urban and rural students on the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State.

Table 4: z-test Analysis of the Extent to which Reward System Determine Students' Psychological Wellbeing in Senior Secondary Schools in Imo State.

Regions	N	Mean	SD	df	α	Cal.(z)	Crit.(z)	Decision
Urban	1,563	3.11	1.21	2,890	0.05	0.19	1.96	Ho Not Rejected
Rural	1,329	3.16	1.19					

Table 4 displays z-test analysis of the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.19, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in agreement that reward system positively determine their psychological wellbeing in senior secondary schools in Imo State.

Hypothesis 2: There is no significant difference in the mean ratings of urban and rural students on the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State

Table 5: z-test Analysis of the Extent to which Positive Reinforcement Determine Students' Psychological Wellbeing in Senior Secondary Schools in Imo State.

Regions	N	Mean	SD	df	α	Cal.(z)	Crit.(z)	Decision
Urban	1,563	3.18	1.20	2,890	0.05	0.30	1.96	Ho Not Rejected
Rural	1,329	3.16	1.19					

Table 5 displays z-test analysis of the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.30, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in consensus that positive reinforcement positively determine their psychological wellbeing in senior secondary schools in Imo State.

Hypothesis 3: There is no significant difference in the mean ratings of urban and rural students on the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State.

Table 6: z-test Analysis of the Extent to which Reward System Determine Students' Psychological Wellbeing in Senior Secondary Schools in Imo State.

Regions	N	Mean	SD	df	α	Cal.(z)	Crit.(z)	Decision
Urban	1,563	3.04	1.21	2,890	0.05	0.21	1.96	Ho Not Rejected
Rural	1,329	3.16	1.20					

Table 6 displays z-test analysis of the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.21, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in consented that natural consequences positively determine students' psychological wellbeing in senior secondary schools in Imo State.

Discussion of Findings

Based on the analysis of the data, the research question 1 revealed that that students in urban schools have a grand mean of 3.11 and standard deviation of 1.21, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.19, indicating that reward system determine students' psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that reward system determine their psychological wellbeing to a high extent. The corresponding test of Hypothesis 1 established the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.19, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which reward system determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in agreement that reward system positively determine their psychological wellbeing in senior secondary schools in Imo State.

In line with the findings of this study, Blandford (2018) asserted that Good behaviour depends on establishing a clear framework of rules, boundaries, routines, rewards for good behaviour and corrective sanctions. Young people are more likely to behave in an orderly fashion if the expectations concerning their behaviour are made clear. Furthermore, Mkhize (2012) confirms that some families and schools offer a variety of rewards for positive behaviour, including lunch with a friend, homework passes, free time in the gym, or a chance to read outside. Hence it is indicated that learners who have made an effort to contain their own behaviour should be praised and even included in class awards or certificates. Positive public relations could be created by sharing some positives with the child's parents. It is believed that the parents' comments will go far toward establishing meaningful, positive home-school relations.

The analysis of the data on research question 2 revealed that students in urban schools have a grand mean of 3.18 and standard deviation of 1.20, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.19, indicating that positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that positive reinforcement determine their psychological wellbeing to a high extent. The corresponding test of hypothesis 2 revealed the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.30, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which positive reinforcement determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in consensus that positive reinforcement positively determine their psychological wellbeing in senior secondary schools in Imo State.

Supporting this finding, Soneson (2015) established positive reinforcement is a **positive parenting** method used for a variety of purposes and in a wide range of contexts, as it capitalizes on the good behaviours that are already being displayed, rewarding the natural tendencies towards good behaviour in the individual you are working to train. Although it sounds like a simple idea, it was not always the go-to method for teaching. Punishment has always been a popular method for teaching whether it was for training children, pets, or adults. In fact, positive reinforcement is only one of the four types of conditioning according to famed behaviorist B. F. Skinner's model. Whenever it is being good, cooperative, solves things non-aggressively, immediately reward those behaviours with praise, attention, goodies. Punishment: If acting aggressively, give immediate, undesired consequence (send to corner; say "NO!" and couple with response cost). Response cost: Most common would be "time-out". Removing sources of attention by placing in an environment without other people. Careful: This can become (aversive) punishment, depending on how done. To be response cost, it can only simply be taking away a desirable thing; not adding a negative one.

The analysis of the data on research question 3 revealed that students in urban schools have a grand mean of 3.04 and standard deviation of 1.21, while students in rural schools have a grand mean of 3.16 and standard deviation of 1.20, indicating that natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State. This denotes that senior secondary school students in the urban and rural areas of Imo State consented that natural consequences determine their psychological wellbeing to a high extent. The corresponding test of hypothesis 2 revealed the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State with calculated z [cal.(z)] = 0.21, $\alpha = 0.05$, degrees of freedom (df) = 2,890 and critical z [crit.(z)] = 1.96. Thus, with cal.(z) = 0.18 < crit.(z) = 1.96, the null hypothesis that "there is no significant difference in the mean ratings of urban and rural students on the extent to which natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State" is not rejected. In other words, senior students in the urban and rural secondary schools in Imo State are in consented that natural consequences positively determine students' psychological wellbeing in senior secondary schools in Imo State.

This finding is supported by the view of Westwood (2015) that Natural consequences involve children learning from their own mistakes. In this method, the parent's job is to teach the child which behaviours are inappropriate. In order to do this, parents should allow the child to make a mistake and let them experience the natural results from their behaviour. For instance, if a child forgets to bring his lunch to school, he will find himself hungry later. Using natural consequences would be indicative of the theory of accomplishment of natural growth, which is the parenting style of the working class and poor. The accomplishment of natural growth focuses on separation between children and family. Children are given directives and expected to carry them out without complaint or delay. Children are responsible for themselves during their free time, and the parent's main concern is caring for the children's physical needs. In order for this method to be effective the parents cannot shield their child from harm or from getting in trouble. They must allow for the mistake to occur in order for the child to learn the consequences.

Conclusion

The study concluded that domestic discipline is the responsibility of everyone and not only of the parents, though it is clear that parents to a great extent hold the key to the establishment and upholding of school discipline. Therefore, it should be a priority for schools to involve parents as much as possible in the education of their children, hence it is fundamental to state that managing discipline in schools is of outmost importance to allow effective teaching and learning. On the whole, there is no significant difference in the mean ratings of urban and rural students on the extent to which reward system, positive reinforcement and natural consequences determine students' psychological wellbeing in senior secondary schools in Imo State.

Recommendations

From the findings of the study, the following recommendations are made:

1. Effective and comprehensive reward system as a form of recognition, reassurance or admiration should be encouraged by teachers and parents as it motivates the child.
2. Positive reinforcement as a method of discipline should be employed by both parents and teachers to modify the psychological wellbeing of the students.
3. The use of natural consequences should also be applied at home and in schools as it is a basic means of self-discipline to the students.

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