

Educational psychology- rewards and punishments in education

Rewards and Punishments in Education

▪ Reward

Such action of parents, teachers, educators, social group, which is connected with the behavior and actions of the educated and:

expresses a positive social evaluation of behavior or action;
brings the child satisfaction of some of his needs, joy, happiness.

▪ Punishment

Such action of parents, teachers, educators, groups, which is connected with the behavior and actions of the individual and:

expresses a negative evaluation of behavior and actions;
brings to the child a limitation of some of his needs, displeasure.

▪ Reward Category

Praise, smile, expression of sympathy, positive evaluation, positive emotional relationship;
gift in kind or money;
enabling the activity that the individual desires - a trip, attending a sports match, an interesting activity with an adult.

▪ Comparing the Effects of Rewards and Punishments

Education based on rewards - has better results than education with punishments;
rewards support learning, have a motivational charge;
the effects of punishments are sometimes difficult to predict - same punishment in children - different reactions (obedience x internal disapproval x overt aggression).

▪ Punishment has different effects depending on various aspects:

- previous experiences
- personalities
- the relationship between the adult and the child
- climate situation
- interplay of many conditions

Sometimes punishment leads to the opposite reaction of the child - '*reinforces the disobedience*'.

Effect of rewards - less problematic.

The issue of rewards - it depends on the type of reward, the age of the child, the adequacy of the reward...

Excessive and frequent material rewards - disrupts the child's relationship with values, parents, adults.

REWARDS FOR HOMEWORK AND SCHOOL PERFORMANCE - WE LEARN AND HELP AT HOME FOR MONEY!!!

(Some parents raise them for this!!!) Internal and external motivation in conflict.

Frequent rewards become mundane.

Adolescent individuals - the great reward is one's own feelings.

Penalties

Category of penalties

▪ Physical Punishment

Headbutting, slapping, spanking with hands or objects, spanking naked, kicking, choking, hitting the back, hitting with a ruler or index finger, throwing, shaking (small children), banging the head against a wall, pinching, pulling hair, twisting with an earlobe, hits with a book or keys, bones (firm pressure on the back of the head, upper arm), burak (running the thumb on the back of the neck), strangulation, chirping in the ear, standing on the shame with HK forearm, kneeling for a long time, push-ups and squats, tying up to a table, a chair, a tree, tying hands behind the back, plastering the mouth.

▪ Psychic Punishments

Manifestations of negative emotions, adults get angry, "swear", shout, threaten, frown, do not talk to the child. Prohibition of a favorite activity - "the child is crazy" - not allowed to go out, watch TV, no training, participation in a club (a very inappropriate punishment).

Compulsion to do unpopular activities - house cleaning work, being after school, multiple copying of texts.

■ **Historical Context of Punishments**

- Patriarchal society - boundless obedience, preserved drawings of a corporal punishment father.
- Prehistoric times, ancient times - minimal emotional investment in a born child.
 - Greece - patria potestas = the father can do with the child as he likes - premature babies and many girls thin.
 - Very strict upbringing, even for girls.
- The beginnings of the Middle Ages - a period of misery, poverty (economic, cultural).
 - Christianity begins to have an influence, priests become bearers of education.
 - The family was not an emotional refuge for children, nor a place to cultivate emotionality.
- From the 15th century - a change in the view of the position of the child - the influence of humanism and the Renaissance, the phenomenon of cuddling with a child appears.
- Enlightenment - formulated the new position of the child in society - new requirements for education.
- Jean Jacques Rousseau (1712 - 1778) French philosopher.
- The book Emil or about education - he did not agree with any restrictions on the child.
- Maria Theresa (1740 - 1780).
 - Compulsory school attendance, establishment of new schools for all children, corporal punishment at school quite common.
- Corporal punishment of children at school in the 20th century common, although prohibited.

■ **Penalty Function**

- **Repair the damage** - punishment is an act of justice - the child should understand his guilt; punishment requires calmness and balance from adults - to punish for wrongdoing, not for one's negative (adult) feelings and disappointment.
- **Prevent repetition** - punishment is supposed to correct mistakes - it fails, for example, with children with psychological deprivation, excessively impulsive...
- **Relieve the guilty from the feeling of guilt** - impose the punishment as soon as possible - it leads to the disappearance of the feeling of guilt, the feeling of relief.

■ **Manifestations of Corporal Punishment**

Multiple bruises of various ages in an unusual location, shaped like an object, scratches, small scars after pulled hair, torn earlobe, repeated fractures, knocked out or broken tooth, injury to the soft parts of the oral cavity, burns.

■ **Signs of all forms of violence**

- Increased anxiety, irrational fear, reduced self-confidence and self-esteem,
- difficulties in social communication, avoidance behavior,
- sudden loss of friends and social isolation,
- reluctance and moodiness at the end of classes before returning home,
- running away from home and truancy,
- sudden deterioration in school performance,
- somatic longing

Links:

related articles:

- Educational psychology
- Disadvantage of the pupil
- The relationship between teacher and student

References:

- VANIČKOVÁ, Eva. Corporal punishment of children: Definition, description, consequences. 1st edition. Prague: Grada, 2004. 116 pp. ISBN 80-247-0814-0 .