

This study aimed at examining effectiveness of reward and punishment as modifiers of students' classroom behavior. The results of this study brought out a clear picture of the reward and punishment practices being followed in schools, which may serve as a useful input for improving these practices that influence development of students' desired behavior. The results of the study may lead to redesigning of teacher education curricula both for pre-service and in-service training of teachers. The objectives of the study were to identify effective and ineffective reward and punishment practices of school teachers, to compare teachers and students views on the frequency of reward and punishment practices, to compare male and female teachers on the use of effective and ineffective reward and punishment practices, to compare the effective and ineffective reward and punishment practices used by urban school teachers and rural school teachers. It was hypothesized that punishment, corporal punishment in particular, is used more often in schools than rewards. It was also hypothesized that punishment as given in schools did not modify the behavior, nor did the rewards used modify the behavior positively i.e.; effective reward and punishment techniques were not being deployed in schools. The population of the study comprised the teachers serving in government secondary schools of Punjab. The population of the study also comprised the students studying in government secondary schools of Punjab. A sample of one thousand teachers (two hundred teachers from district Rawalpindi, one hundred and fifty teachers from district Attock, two hundred teachers from district Lahore, one hundred and fifty teachers from district Gujranwala, one hundred and fifty teachers from district Multan, one hundred and fifty teachers from district Khanewal) were randomly selected in such a way that the proportion of rural and urban, boys and girls secondary school teachers was fifty fifty. A sample of one thousand students (two hundred students from district Rawalpindi, one hundred and fifty students from district Attock, two hundred students from district Lahore, one hundred and fifty students from district Gujranwala, one hundred and fifty students from district Multan, one hundred and fifty students from district Khanewal) were randomly selected in such a way that the proportion of rural and urban, boys and girls secondary school students was fifty fifty. In order to collect data from sample teachers, a comprehensive questionnaire was developed and personally administered. The data obtained was tabulated, analyzed and interpreted by using appropriate descriptive and inferential tests of significance, such as one-way chi-square and two-way chi-square. The level of significance was 0.05.

On the basis of results and discussion it was concluded that a large number of teachers do not apply the appropriate techniques of behavior modification rather they are totally unaware of these techniques. The entire study of the researcher reveals that our teachers are totally unaware of the modern techniques of classroom management. It is needed to equip them with the latest techniques of classroom management. There should be a country wide programme to articulate and train teachers according to the demands of the new era. Token system and contingency contract programs should be introduced in our schools.