

**CARROT AND STICK APPROACH ON EFFECTIVE DECISION ENHANCEMENT
(A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN EDUCATION DISTRICT III IN LAGOS
STATE)**

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Abstract

The study examined carrot and stick approach on effective decision enhancement among teachers/instructors in public secondary schools in Lagos State Education District III. In this study, relevant and extensive literatures were reviewed under sub-headings. The descriptive research survey was used in the assessment of the opinions of the selected respondents with the adoption of the self-constructed questionnaire and the sampling technique. A total of 200 respondents were selected and used as samples for this study. A total of four null hypotheses were generated and the Chi-Square Statistical tool was used to test the null hypotheses at 0.05 level of significance. At the end of the data analyses, the following results emerged: there is a significant relationship between carrot and stick approach and decision enhancement among instructor/teachers, there is a significant relationship between the role of gender among teacher/instructors and carrot and stick approach, there is a significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach. There is a significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making. Based on the findings of this study, the following recommendations were made: Managers should increase the frequency and level of teachers' participation in decision-making because they are the ones carrying out the main operative work and they are in the better position to know what goes on in school operations. Schools should recommend proper mood to discipline students who violate the school codes and conduct through the knowledge of the teacher or instructor, There should be reward for good conduct in the school in other to motivate student's behaviour and learning habits, teachers/instructor should serve as a mediator between the student and the management and teachers should be drafted into the management system so as to be balance measure in dealing with the student.

Keywords: Carrot and Stick, Decision Enhancement, Punishment, Students.

Background of the study

Children and Adolescent education in the bedrock of any given society especially developing country like Nigeria that has top the chart of out of school population in the world as the 2018 UNICEF report. And with this report the SDG 2020 (sustainable development goal) may not be achieved. No country can thrive if education of her citizens is not prioritized. Carrot and stick approach will be extensively reviewed in this study to see effectiveness in enhancing decision making among the teacher instruction. Over the year's decision making has been a thing of concern in other to bring out desired outcome in organisation. The study will be taken a shift from the norm of investigating decision making in organisation to decision making among the teacher/instructor using carrot and stick approach in determining academic performance outcome. The Skinnerian view or theory which emphasized and has been subjected to empirical evidence shows that reward and punishment which could be called carrot and stick is highly effective in enhancing decision

making. Many educators organisational expert and behavioural experts have spent time trying to identify the key element of achieving best result in school, like the Abraham Maslow motivational theory and Mcgregor theory has consistently reviewed in performance.

However, carrot and stick approach covers the combination of rewards and punishment to bring about good behaviour as well as pro activeness in students in other to achieve academic excellence in enhancing decision making on the part of the instructor to reduce the number of student that are vulnerable to drop out of school.

Ernest Wilson 2017, describes carrot and stick approach as an art of making students/teachers acted otherwise. In other words, you get students/teachers to do what does not follow the school rules in enhancing decision making. They are going to be re-enforce either positively or negatively.

Parter's and lawler's also propound that individual/student bring out their best when rewards is given to them. A major responsibilities of teachers/instructor is the ability

to make effective and rational decision which produce result in student academic performance. Every act of the instructor/teacher will bring about a change in the student performance either positive or negative. Decision making can be seen as an art of selecting a choice between alternative which will bring about changes on student. Peretomode et al were at the opinion that for performance of student to be at the peak or at the, lower or negative side re-enforcement is at play. Also according to Kendra Cheng 2018 student behaviour is motivated by a desire for reinforcement or incentive, which has effect on the academic performance of the students. The goal of enhancing decision is to help department and school heads improves their processes for handling decision that affect the students academically.

In recent times, carrot and stick approach has been introduced as enhancing decision making in other to fast track or motivate students in school setting and beyond. It is seen as medium that will enhance decision making which may promote the school. As a result of this, the study of carrot and stick approach on effective decision enhancement is worth pursuing. It is hoped that the result of the study will provide more proactive measure in fine tuning decision making and give basis for the use of reinforcement approach in making decision in schools or academic environment. This research work therefore seeks to gather information about carrot .and stick approach on effective decision enhancement among teachers/instructors.

The carrot-and-stick principle is this: the stick is tied to the bridle of a mule or donkey, or held by the human rider or cart driver so that it extends above and in front of the animal's head, and the carrot hangs on a string from the far end of the stick, just out of reach of the pack animal's mouth. Attracted by the sight and smell, the donkey steps forward to bite at the carrot, but of course, as it is attached to the stick, the carrot also moves forward and remains out of reach. Not especially brilliant, the beast repeats the same ineffective strategy ad infinitum, thereby pulling or carrying whatever or whomever it's laden with, until the poor animal collapses from exhaustion.

Thus, the metaphor can serve as a visualization of what can sometimes happen in corporate and other settings, with executives "dangling" a promotion, for example (the "carrot") in front of the rank and file in order to get massive amounts of work out of them in exchange for very little reward. In general usage, any promised reward that is really a tease may be referred to as a "dangling carrot." In more contemporary times, the phrase has been broadly amended to "carrot *or* stick," an illustration of an authority figure holding a reward (the carrot) in one hand and a punishment (the stick) in the other, to signify a no-brainer of a choice presented to the other party. For example, in

politics, "carrot or stick" sometimes refers to the realist concept of soft and hard power.

Statement of problem

Previous researches have focused primarily on the student outcome like the academic performances, academic motivation, academic decisiveness. Also it has been deduced that when decision is left to make without any form of consequence to be followed, individual/student may not elicit the desirable response to stimulus. However, this study is interested in examining or investigating the instructor/teacher in the use of carrot and stick approach on effective decision enhancement and how it positively or negatively affect the secondary school student. Therefore, this has created a gap in the body of knowledge in which this study will hope to fill.

Purpose of study

The main purpose of the study is to determine the significant of carrot and stick approach on effective decision enhancement among teachers/instructors.

The specific objectives of the study include:

- i. Examine the role of gender in the effectiveness of carrot and stick approach in enhancing decision making.
- ii. Investigate year of experience of the teacher in the effectiveness of carrot and stick approach in enhancing decision making.
- iii. Examine the role of the teacher's age in the adoption of carrot and stick approach in enhancing decision making.
- iv. Determine the significance of the year of practice of teacher in the effectiveness of carrot and stick approach in enhancing decision making.

Research hypotheses

The corresponding hypothesis to test the question raised are as follows;

- i. There is no significant relationship between carrot and stick approach and decision enhancement among instructor/teachers.
- ii. There is no significant relationship between the role of gender among teacher/instructors and carrot and stick approach.
- iii. There is no significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach.
- iv. There is no significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making.

Carrot and stick approach in educational setting

Teachers' use of punishment and involvement failed to relate to the attitudinal measures. Teacher-student discussion, which focused on the impact of misbehaviour on classmates, related positively to student connectedness to school. Students who perceived greater use of aggressive strategies, such as yelling or sarcasm, felt less

connected to school or interested in schoolwork, even though its importance remain effectively unchanged.

There were no significant associations between wellbeing and the other factors considered, which would seem to argue for a growing separation of a student's self-esteem and the actions of teachers. It's possible that, as they enter secondary schooling in their early teens, students are becoming more independent, no longer drawing on teacher behaviour for their sense of wellbeing, but more dependent on other means of affirmation and reinforcement.

It seems reasonable to interpret punishment as a 'neutral' set of strategies given its lack of direct relationships with the various other factors considered (Lewis 2009). It would seem that punishment is essentially a universal given in the classroom when misbehaviour occurs. Few would contend that teachers should not use punishment of some form to restrict or prevent behaviour that puts at risk the classes' safety or learning opportunities. Nevertheless, it appears that not all punishment is equally just effective. Punishment combines with the other styles so that we can have punishment mitigated with discussion, established with student involvement, following hints, and balanced with rewards and recognition, or, alternately, applied with aggression. It is these other strategies that seem to influence the results and consequences of punishment, whether it's a learning experience, includes or excludes, is justified, or makes students the victims of teacher anger tick might be the threat of military action.

With respect to this, it seems safe to assume that hinting is of benefit within a teacher's repertoire of discipline techniques (Lewis 2009). Hinting effectively combines the need to censor behaviour without power abuse or conflict. Teachers do not need to constantly punish when they are able to deploy a range of strategies before actually having to take overt action. Hinting is the only technique to positively associate with students' sense of responsibility for engaging in work and communicating respectfully, and this may be the result of hinting placing students on a more equal footing with their teacher, thus building their sense of control and self-esteem. Hinting places the student in a position where they are asked to meet adult expectations in an adult manner, thus building their experience base for self-discipline and self-control, whilst simultaneously allowing a student to save 'face'.

The correlations also suggest that discussions have a positive effect on the establishment of goodwill between teachers and students, and set an example for students to follow in their relationships with peers. The results indicate that discussion alone is inadequate in terms of actually reducing misbehaviour, it needs to be used in combination with the other positive disciplinary techniques. Nevertheless, it is central to the establishing of a rapport between student and teacher by once again setting this relationship on a level playing field on which both participants communicate their needs and points of

view, whilst making it clear that the teacher doesn't dislike the student, but is instead correcting their unfair behaviour. Recognising and rewarding positive student and class behaviour would also appear to have obvious positive benefits for building relationships between students and teachers. It appears to help establish an environment of trust and respect in which students are less likely to misbehave in the first place (Lewis 1997, 2008). In this regard, recognition and reward represent management techniques not based on discipline, but instead on a referent relationship (Lewis 2009) in which students feel included in the class group and individually acknowledged by their teachers. The use of recognition would seem to create an opportunity to balance sanctions with positive reinforcement, thereby allowing teachers to discipline without overtly antagonizing the student concerned, or their peers. This is possibly the result of teachers appearing to be even-handed and fair when they highlight good behaviour as much as bad, and are thus seen as more justified when they do need to intervene to control misbehaving students.

Contrary to the preceding three positive styles mentioned, involvement of students in the decision making process (both in regards to their own appropriate behaviour and that of their peers) does not appear to help teachers build the pile of goodwill essential to minimizing misbehaviour. This may be related to the focus of group involvement frequently revolving around class rules, rather than an individual's rights and responsibilities. It may be that involvement is seen more as a systemic or procedural set of activities or strategies, designed to facilitate the 'pseudo-imposition' of predetermined rules on students. This may be avoided with a genuine group engagement in the decision-making process acting to reinforce each individual's right to have a voice and their responsibility to act in accordance with group decisions.

Carrot and stick approach for teaching motivation

Motivation in terms of this notion and so their efforts to motivate are limited to asking the question; should I bribe people or simply threaten them? However, when put into practice, this concept is found to be more complicated than this. To motivate is to change behaviour. How can you change the behaviour of people, both as individuals and as a group or team? Using the carrot and stick approach, there are basically two ways; behaviour is changed by force or by choice through the use of incentives.

The 'stick' or fear is a good motivator and when used at the correct times can be very helpful. In that context, fear has always been the 'convenient' choice of Malaysian managers and organisations. When all else fails, the stick approach is somehow most attractive as it usually produces instantaneous compliance and hence immediate results. Fear is also attractive as in the short term; an employee's performance may be improved without any need for incentives or financial remuneration.

Fear however has its weaknesses in that an organisation motivated by fear is prone to mutiny. It can also be stressful for employees. It is extrinsic, which means that the motivation only works while the motivator is present. When the motivator goes, the motivation also usually goes. Fear is also only useful on a short-term basis, as it needs to be applied in ever-increasing doses. In a worst case scenario, fear motivation can backfire and could even lead to cases of sabotage.

On the other hand, people contribute or become more productive because they are offered incentives i.e. the carrot approach. The major advantage with this is that it can work very well as long as the incentive is attractive enough.

Teachers' Participation in Decision-Enhancement

Participation in decision making is of prime importance for effective school management. But teachers, in most cases, have been excluded in the process of decision making. This is revealed by Muindi (2010) who conducted a research in Kenya and came up with findings that decision-enhancement on school staffing, curriculum and resource allocation had been made by school principals or selected members of administrative managerial teams. The study also established that in most cases, teachers were usually excluded by school administrators in the process of decision-making. Contrary to this trend, researchers have indicated significance of teachers' participation in decision making. Sen [2013] for instance, contends that teachers' participation in decision-making helps the school administration to achieve organizational objectives. Njideka [2011] recommended that managers should increase the frequency and level of teachers' participation in decision-making because they are the ones carrying out the main operative work and they are in the better position to know what goes on in school operations.

According to Murphy, David and Brown as cited in Keung (2011), teachers' participation in decision-making improves job satisfaction and commitment, which are positive indicators for effective management. While there are many areas in which teachers can be involved in decision making, schools can particularly encourage and open avenues for teachers to participate in activities outside the classroom such as textbook selection, curriculum development, learning assessment, student placement, personnel staffing and professional development [Olaniyi 2011]. This is because teachers who participate in decision-making are expected to make a more sincere efforts to implement those decisions. Through collaborative decision making approach, teachers benefit from one another's experiences and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each other. Teachers' getting together to make decisions can bring about school transformation and positive changes.

According to Wadesango [2013], teachers need the opportunity and space to participate in decision-making at a level that satisfies their needs. This is because those who participate in the decisions of the organization, feel like they are a part of a team with a common goal, and find their sense of self-esteem and creative fulfilment heightened. Therefore, teacher participation approach can be used as a tool to enhance relationships in the organization, to increase employee work incentives and to increase the rate of information circulation across the organization.

Participation in decision-making gives teachers the opportunity to voice their opinions, and to share their knowledge with both school administrators and fellow teachers. While this improves the relationship between school leaders and teachers, it also encourages a strong sense of teamwork among teachers. According to Omobude [2013], participation in decision-making is a good way for school administrators to gather information about the teachers as to how they work and where training may be necessary, both of which leading to an increased effectiveness and ultimately good teamwork and performance. The findings of Muindi [2010] in Kenya indicate a significant strong and positive correlation to exist between job satisfaction and participation in decision-making. Since job satisfaction is important for teaching effectiveness, participation in decision-making becomes an important factor for school effectiveness.

Wainaina [2012] conducted a research about effect of teachers' participation in decision making on the organizational commitment amongst academic staff in the private and public universities in Kenya and found that decisions made in consultation with teachers are more effective. Particularly, those teachers who are involved in decision-making are better equipped to implement such decisions. Similarly, the study of Omobude [2009] revealed that private school teachers participate more in decision-making than public school teachers. Teachers in private schools are given more involvement in the decision-making.

Moshet [2013] conducted a research about teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana and found that allowing teacher participation in decision-making results into a more satisfied teacher with greater commitment to organizational goals.

Teachers' Commitment to Teaching

Organizational commitment involves people's feelings about the organizations for which they work and the degree to which they identify with the organizations that employ them. Those committed to their work have intrinsic drives and aspiration toward higher output.

The importance of teachers' commitment is brought to view by the fact that committed teachers strive more for better students' performance [Olaniyi 2013]. A committed individual usually will have a sense of responsibility, involvement, loyalty and ownership towards something [2009]. A series of studies have been consulted to throw light on the essence of teachers' commitment. Brown [1], for instance, concluded that teachers' commitment and loyalty are central features for better performance.

Studies indicate variation in commitment between those of public and private secondary schools. Particularly, teachers in private schools are more committed than teachers in public schools. Similarly, Khan [2013], for instance, conducted research about Organizational Commitment among Public and Private School Teachers in India to determine their overall organizational commitment. The findings indicate that private school teachers are more committed as compared to public school.

Teachers Effectiveness as a tool for Effective Learning

Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 2014). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Starr 2012). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance.

Poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein, 2010). Other factors that may contribute to teachers effectiveness include; relationship between the students and the teacher; teachers' teaching experience and qualifications. The prevailing conditions would definitely show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students. Ijaiye (2013) concurred that improving the quality of the teaching force in schools is the key to raising student achievement, consequently Lassa (2010) and Guya (2010) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Corroborating this, Owolabi (2017) stated that

government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improve the system.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and precious instructional quality have been found to also influence students' examination score (Starr, 2002) either positively or negatively. To this end, (Blankstein, 1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua and Kritsonis (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.

Since students' academic scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett, Matthews and Jackson, 2003; Imhanlahini and Aguele 2016; Pozo-Munoz et al. 2016). Despite the fact that there are researches reports in support of students' rating of their teachers' effectiveness, Nuhfer (2004) and Pozo-munoz et al. (2013) warned that students rating should become of a comprehensive evaluation system and should not be the only measure of teachers' effectiveness. Ekwesili (2006) however, opined that students' success depends on the amount of learning that takes place in the classroom. The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2016) found a positive correlation between a principals' assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value-added approach. The above study suggests that administrator's rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in secondary schools.

Bangbade (2014) found that out that teachers' attribute has significant relationship with students' academic performance. Such attributes according to Bangbade (2004) include teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Rena (2000) explained that for students to perform well in any examination one of the prerequisites is that their teachers must know them

and have profound knowledge of their state of physical, intellectual and psychological readiness.

In many countries, teachers' qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion align with standards Frelow (2012).

Research Method

Introduction

This research methodology sub-divided into the following sub-heading: Research Design, Population of the study, Sample and Sampling Technique, Research Instrument and Instrumentation, Reliability of instrument, Validity of Instruments and so on.

This study adopts the descriptive survey research design. Descriptive survey was considered suitable for this study. It is aimed at finding out the implications of carrot and stick approach on effective decision enhancement (case study of Some selected secondary school in district III). The population of the study comprised some selected public secondary school in educational district III. The sample involved five selected secondary school in Educational district III randomly selected from public secondary school. The sampling procedure adopted in this study was the stratified sampling techniques whereby respondents is been selected by schools from the target population.

A self-structured questionnaire will be use to obtain information from the teachers/instructors. The questionnaire contains twenty (20) questions. The questionnaire is titled "carrot and stick approach on effective decision enhancement" (CSAEDE). The instrument which was developed by the researcher has a four-point Likert type scale. The four point Likert scale was used to accommodate all the research questions in the questionnaire, as shown below:

The Questionnaire was segmented into two sections – Section A and Section B. The Section A was used to collect facts and information's about the demographic data of the teachers/instructors, which include gender, year of experience, age and qualification.

Section B consists of questions on carrot and stick approach on effective decision enhancement. The teachers were expected to respond to the four likert scale options of strongly agreed (SA), agreed (A) disagreed (D) and strongly disagreed (SD). The instrument designed for the study was administered to the selected public secondary school by the Researcher and three researches assistant that had have been given some orientation about the assignment. This is administered to teachers in junior and senior secondary section in the sampled public secondary school by the researcher and the research assistant.

Data Analysis and Presentation Of Results

This chapter presents the analysis of data and results of the findings. The analysis is present in two parts. Part A is the descriptive analysis while Part B is the test of hypothesis. Out of the two hundred (200) questionnaires that were distributed, One hundred and thirty-four (134) were properly filled and returned.

From the table above, 57 respondents representing 42.5% are male while the remaining 77 respondents representing 57.4% are female. The age distribution of the respondents are, 32.0% of the respondents were within age range of 25-35years, while 51.5% of the respondent was within the age range of 36-45years, while 14.1 % of the respondents were within the age range of 46-55years while 14.9% of the respondent was within the age range of 55years and above.

The Table 3 shows the professional qualification of the respondents; teachers with NCE were 26 representing 19.4%, while B.SC were consisting of 87 representing 64.9%, while M.SC were consisting 14 representing 10.4%, while P.hD and other were consisting of 7 representing 5.2%, Hence, respondents of B.SC/B.ED were the majority.

The respondent's years of Experience, 31.3% of the respondents were within years' experience of 0-5 years, while 41.0% of the respondents were within the years' experience of 6-10 years, while 20.1% of the respondents were within the years' experience of 11-15 years, while 7.4% of the respondents were within the years' experience of 16-20years and above. Hence, respondents between 6-10 years and 11-15 years of experience were the majority.

Hypotheses 1

Ho: There is no significant relationship between carrot and stick approach and decision enhancement among instructor/teachers.

The data collected to test this hypothesis is analysed using the chi-square statistical technique. Summary of findings is presented in table 5.

Table 1: Chi-Square Analysis of the relationship between carrot and stick approach and decision enhancement among instructor/teachers.

N	DF	Level of sign.	X ² Cal	X ² Tab	decision
134	6	0.05	18.3	10.0	Rejected

Source: Author computation, 2023

Table 4 shows that the calculated value of Chi – square at 18.3 is greater than the table value of 10.0 at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is significant relationship between carrot and stick approach and decision enhancement among instructor/teachers.

Hypotheses 2

Ho₂: There is no significant relationship between the role of gender among teacher/instructors and carrot and stick approach.

Table 1: Chi-Square Analysis of the significant relationship between the role of gender among teacher/instructors and carrot and stick approach.

N	DF	level of sign.	X ² Cal	X ² Tab	decision
134	6	0.05	21.0	12.0	Rejected

Source: Author computation, 2023

Table 2 shows that the calculated value of Chi – Square at 21.0 is greater than the table value of 12.0 at 0.05 level of significant. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between the role of gender among teacher/instructors and carrot and stick approach.

Hypotheses 3

Ho₃: There is no significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach.

Table 3: Chi-Square Analysis of the significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach.

N	DF	level of sign.	X ² Cal	X ² Tab	decision
134	6	0.05	11.0	5.0	Rejected

Source: Author computation, 2023

Table 3 shows that the calculated value of Chi – Square at 11.0 is greater than the table value of 5.0 at 0.05 level of significant. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach.

Hypotheses 4

Ho₄: There is no significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making.

Table 4: Chi-Square Analysis of the significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making.

N	DF	Level of sign.	X ² Cal	X ² Tab	decision
134	6	0.05	22.3	13.0	Rejected

Source: Author computation, 2019

Table 4 shows that the calculated value of Chi – Square at 22.3 is greater than the table value of 13.0 at 0.05 level of significant. Therefore, the null hypothesis is rejected.

Therefore, there is a significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making.

Discussion of Study

There is a significant relationship between carrot and stick approach and decision enhancement among instructor/teachers this goes in line with Samuel (2013) view that carrot and stick approach and decision covers the combination of rewards and punishment to bring about good behaviour as well as pro activeness in students in other to achieve academic excellence in enhancing decision making on the part of the instructor to reduce the number of student that are vulnerable to drop out of school. There is a significant relationship between the role of gender among teacher/instructors and carrot and stick approach this goes in line with Olaniyi (2016) propound that individual/student bring out their best when rewards is given to them. A major responsibility of teachers/instructor is the ability to make effective and rational decision which produce result in student academic performance. Every act of the instructor/teacher will bring about a change in the student performance either positive or negative.

There is a significant relationship between the year of experience of the teacher and the effectiveness of carrot and stick approach. According to Yakub (2009) in his study he concludes that teachers with long services of experience know how handle students properly than those with short years of experience.

There is no significant relationship between age of instructor/teacher and the effectiveness of carrot and stick approach in enhancing decision making.

Conclusion

Teachers’ use of punishment and involvement failed to relate to the attitudinal measures. Teacher–student discussion, which focused on the impact of misbehaviour on classmates, related positively to student connectedness to school. Students who perceived greater use of aggressive strategies, such as yelling or sarcasm, felt less connected to school or interested in schoolwork, even though its importance remained effectively unchanged.

There were no significant associations between wellbeing and the other factors

Considered, which would seem to argue for a growing separation of a student’s self-esteem and the actions of teachers. It’s possible that, as they enter secondary schooling in their early teens, students are becoming more independent, no longer drawing on teacher behaviour for their sense of wellbeing, but more dependent on other means of affirmation and reinforcement.

It seems reasonable to interpret punishment as a ‘neutral’ set of strategies given its lack of direct relationships with the various other factors considered (Lewis 2009). It would seem that punishment is essentially a universal given in the classroom when misbehaviour occurs. Few would contend that teachers should not use punishment of some form to restrict or prevent behaviour that puts at risk

the classes' safety or learning opportunities. Nevertheless, it appears that not all punishment is equally justified or effective. Punishment combines with the other styles so that we can have punishment mitigated with discussion, established with student involvement, following hints, and balanced with rewards and recognition, or, alternately, applied with aggression. It is these other strategies that seem to influence the results and consequences of punishment, whether it's a learning experience, includes or excludes, is justified, or makes students the victims of teacher anger tick might be the threat of military action. With respect to this, it seems safe to assume that hinting is of benefit within a teacher's repertoire of discipline techniques (Lewis 2009). Hinting effectively combines the need to censor behaviour without power abuse or conflict. Teachers don't need to constantly punish when they are able to deploy a range of strategies before actually having to take overt action. Hinting is the only technique to positively associate with students' sense of responsibility for engaging in work and communicating respectfully, and this may be the result of hinting placing students on a more equal footing with their teacher, thus building their sense of control and self-esteem. Hinting places the student in a position where they are asked to meet adult expectations in an adult manner, thus building their experience base for self-discipline and self-control, whilst simultaneously allowing a student to save 'face'.

Recommendation

The following recommendations are gotten from the study.

- I. Managers should increase the frequency and level of teachers' participation in decision-making because they are the ones carrying out the main operative work and they are in the better position to know what goes on in school operations.
- II. Schools should recommend proper mood to discipline students who violate the school codes and conduct through the knowledge of the teacher or instructor.
- III. There should be reward for good conduct in the school in other to motivate student's behaviour and learning habits.
- IV. Teachers/instructor should serve as a mediator between the student and the management.
- V. Teachers should be drafted into the management system so as to be balance measure in dealing with the student.
- VI. Teachers should be allowed to operate with free hand with minimum supervision and maximum checkmating with the running of the idea.
- VII. The management should promote student teacher relationship a great deal to promote a better learning atmosphere and a better decision enhancement.
- VIII. Teachers that are just drafted into the profession should be giving more training and more exposure to managerial role/area to promote better decision making.
- IX. Female teachers should be giving more role in managerial and decision enhancement process to promote and give them voice in the decision making.
- X. Teachers in the lower carder should be giving more tasks and a proper monitoring should be in place to upgrade and improve them in the profession.

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