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Perceptions of Teachers Regarding Influence of Reward and Punishment on Students Learning

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ABSTRACT

While the sanctions are a negative means to force individuals to modify their conduct, the prizes are a positive way to motivate them to do so. Even when we have certain desires, we do not always act on them because we are afraid of the negative outcomes that could result from our actions. People have been discussing the benefits and drawbacks of using rewards and punishments in educational settings ever since the beginning of time. There is a widespread belief among educators and other professionals that kids' minds and personalities benefit in good ways from receiving rewards. Students are motivated to put in additional effort when they are offered rewards for their efforts. Many individuals believe that the use of punishment has a negative impact on the pupils' personality and eliminates the behaviors that kids will naturally desire to engage in. Therefore, they are unable to access the educational opportunities that are open to them. Learning is a lifelong endeavor for most people. We continue to educate ourselves even after death. It is an essential characteristic of what it means to be a human being. Therefore, educational scholars, specialists, and teachers seek a definition of the words "education" and "learning" that is clear and easy to understand so that they can throw light on the complicated world of people. The beginning of education and learning can be traced all the way back to when humanity was first created. Many academics and education specialists have provided their definitions, each of which is dependent on the age. Education, on the other hand, is available to everyone since it is a sort of instruction that teaches people how to function effectively in a social setting.

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1. INTRODUCTION

"O' man, read and learn," the Holy Quran implores. It has been shown that on another occasion, the Quran instructs readers to "seek wisdom and knowledge even though it be in

China." This is another instance where the Holy Quran makes this point very plain. As reported by (Murad, A., 2000): A Muslim's first obligation is to educate themselves, as stated in Proverbs. "(Murad, A., 2000)¹ First, it shows how integral education and knowledge are to human flourishing. Famous thinkers like SOCRATE believe that "education is the means which aids in looking for the truth." Arabic (Arbab. A.K. 2003).

Men have this reality buried deep within their heads, also they have to be conscious bewildered. "Education is the process which helps an individual to distinguish between the real and the false, the good and the bad, the correct conduct and the wicked doings," writes Imam Ghazali. This article cites research from (Arbab, A. K., 2003). Kant, a German philosopher, defined education as the means by

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which individuals develop their potential for humanity and noble character. Education's true purpose is to help people develop to their full potential. Mankind needs education to make the transition from his animalistic origins to that of a civilized society. Education teaches us to control and shape our innate emotions. This article cites research from (Arbab, A. K., 2003)². "Education consist formation of human intellect and morality, through which human hidden potentials are developed, qualities of character are established, and the knowledge and culture of the people are passed to the coming generations," writes Ibn-e-Khaldun. It has been shown that (Muhammad, N., 2013). The concept of Thawab (reward) appears frequently throughout the many ayahs of the Holy Quran. Rewards for excellent works can be found in in 3:148 ayahs of the Quran Pak, either in this life or the next. And Allah rewarded them both in this life and the next, with the best prize possible. Because Allah is pleased with excellent deeds. (Nabi, Muhammad, 2013).

In the words of the acclaimed modern philosopher Burtrend Russel: "The fundamental purpose of education is the intellectual growth and fortification of secret identities" Those who merit it and have done good things in life will receive rewards from Allah in the hereafter that are higher than those in this world. This is why the Prophet (SAW) always emphasized the rewards that await his followers in the next life. Therefore, it is essential for any student in the Islamic educational system to have a strong drive to succeed in order to receive the incentives on offer. As far as the Prophet (SAWW) was concerned, both student and instructor should be treated as equal partners in the pursuit of this divine prize. Whoever follows the Hadith related by Ibn Majah, in which it is said that the Alam (scholar) also Mut-aallim (Abecedarian) be equal companion privy to attainment about very desirable prize of ilm (comprehension), is among these people. If Allah is going to reward every good deed, there's no use in trying to learn anything. As cited in (Muhammad, R., 2004)⁵. Given the significance of the reputation of the reward's provider, the educator has an obligation to enhance the allure of the reward for the students. When rewards are doled out too liberally and frequently, they cease to be motivating. Brophy Scientists Adam Smith and Everston found that "many young youngsters obviously turnout the verbal praise of female adult pupils" after studying high schoolers. Perhaps they have become so accustomed to it that it no longer serves as an incentive. (R. Mohammed, 2004).

Among the findings of this research is a correlation between the value of a reward and the effectiveness of the organization providing it, proving the latter's future supremacy. The part of penalizing, containing anatomical penalizing to correct and deter offenders, is accepted in the Holy Quran, and in several prosecution, it is emphasized that sanction must be given. Literally, corporal punishment is explicitly permitted in the Holy Quran and has nothing to do with justice. The Qur'an recognizes that predecessor have the legitimate to corporeally punish their kids. This study concludes that because teachers are heavenly fathers, they can chastise their pupils for ethically and protagonist building. I understand that at age 7 I was asked to perform a prayer and at age 10 I should be punished for doing it. Retribution of pupils in schools and academies is therefore not contrary to Islamic teachings. The notion of remuneration in our erudition context is not centuries old, it is modernized news and until now it isn't commonly adept in institutions. Awards are given for distinguished accomplishment in the field of sports. However, it is a good criterion and works well for improving student learning and

character development. (Friedrich, L., 2001) 6. Rewards can be given in the form of objects or in the form of words. This approach is extremely important for students of schools. They expedite and stimulate when entrusted. (R. Mohammed, 2004).

2. LITERATURE REVIEW

During research studies, we found that students matured rapidly when they were more prominent and valued than others. Their horizons broaden and kids gain confidence and bravery, all of which contribute to their developing personas. Various forms of student recognition are available nowadays. For academic achievement, for instance, a student may receive a prize. For neutral recognition and to pay tribute to the deserving Excellency, there are trophies, medals, booklets, and diplomas available. The pupils take these items home with them, and hopefully they will serve as sources of motivation for them in the years to come. For them, it's a source of illumination (Fredrick. L 2001). Incentives for students are significant for the reasons below. Students are motivated to compete and succeed by the challenge of doing difficult tasks in a methodical and efficient manner. Motivating pupils to take on responsibilities and instilling in them the desire to live morally upright are two of the most direct outcomes of a well-designed education program. Without the baggage of dread, they can confidently take on the world. They get used to competing, and as a result, they gain confidence when rewarded for their efforts. (J. Muhammad (2001-2002) Seven, the system of prizes has been criticized by some, who say it is unfair because not everyone possesses the same intelligence and physical abilities.

The prize will go to the person who possesses both a high IQ and strong physical abilities. Consequently, a reward does not value the efforts of individuals (Fredrick, L., 2001) It's been suggested that students who aren't rewarded are more likely to become unmotivated and uninteresting. There are those who believe that group efforts should be rewarded collectively. To administer justice within the limited domain of the state by any means necessary for the successful and fruitful operation of the activity at hand is what we mean when we talk about punishments (Tanveer, K., 2002). To keep the peace and order within the political community by using the power of the state is what we mean when we say "administration of justice" in sentence number nine. Punishment is a contentious topic with various competing theories. Some educators are enthusiastic supporters, believing it to be crucial to students' academic success, personal growth, and institutional discipline. Educator and philosopher John Dewey argues that punishment is justified because it deters "the greater evil" that exists only in the minds of individuals. The citation for this article is (Tanveer, K., (2009)⁹. Wren, another scholar, compares punishment to the surgeon's knife, which causes pain but ultimately benefits the patient (Muhammad, A., 2003:¹⁰). Misusing punishments at the wrong time can cause more harm than good, as the student's natural tendency toward defiance only grows in the face of the teacher's wrath and frustration. As a teacher, you may occasionally have to deal with a kid who needs to be disciplined. It's not uncommon for educators to lose their cool and take it personally while disciplining their children.

Teachers are worried that their students will get hurt, which will cause them a lot of extra work. As a result, educational institutions are not allowed to utilize corporal

punishment. On occasion, it is employed in a more constrained form in order to achieve better outcomes (Shahid, S.M., 2012) ¹¹. In terms of their ability to shape the student's future actions, rewards and punishments are equivalent. Reward systems work by linking positive emotions with the desired behaviors in an effort to encourage more of that behavior. The purpose of punishment is to discourage or prevent an undesired behavior by associating that behavior with negative emotions. There would be no reason for it to exist if abstain for feared disincentive consequence of forfeiture also possibility of altering impetuses. This intending deemed an act of extreme cruelty. How effective is punishment in the classroom, and how does it stack up against rewards, which serve as an efficient motivator for good behavior? Many times, we don't go after what we want because we're worried about the consequences—whether those consequences come from the action itself or the responses of those around us.

3. METHODOLOGY

Due to high amount of student's enrollment numbers, the district "Swabi" which is in KHYBER PUKHTOON KHWA was chosen for this descriptive study on the issue, "Approaches of instructors respecting clout of reward and forfeiture on pupils' erudition at secondary school position." It's also important to be aware of the ways in which established practices may be abused in today's classrooms. There were 84 male students from district Government High Schools included in this study (EMIS 2018). Five boys' schools were randomly picked from a pool of. Following were the target school through random sampling.

- Government Shaheed Basit Ali Sardar High School Shewa, Swabi. Total Number of teachers = 35
- Government High School Tarakai, Swabi. Total Number of teachers = 40
- Government High School Shera Ghund, Swabi. Total Number of teachers = 12
- Government High School Kalu Khan, Swabi. Total Number of teachers = 45
- Government High School Sheik Jana, Swabi. Total Number of working teachers = 23

3.1. Sampling design

Table 1

It indicates that both punishment and rewards are good scales to enhance students learning			It indicates rewards and punishments used as tools to improve teaching and learning conditions at the secondary school level		It Indicates that Secondary school students use bounties to demonstrate significant academic progress		It indicates that rewards system among students are motivating them to compete in learning	
Responses	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Yes	50	100%	33	66%	39	58%	50	100%
No	0	0%	17	34%	11	42%	0	0%
Total	50	100	50	100	50	100	50	100

All of the people who answered thought that both punishment and rewards were good ways to help people learn. 66% of the people who answered thought that both were used to improve teaching and learning, while 34% were against it. 58% of the people who answered thin that

The sampling techniques been used was Simple random sampling for the purpose to get response from them and further rigorous statistical test application to found relationship. For the sample size extraction, the formulae have been used for proportional allocation among the huge number of total population size was 2574. The total sample size of respondents 50 were randomly drawn out on the mentioned criteria given by Sekaran.

3.2. Data Analysis

The gathered information was analyzed using the statistical program (SPSS, version 20) designed for social scientists. Data was collected and entered into SPSS, where percentages and frequency counts were computed. The questionnaire is the primary method of data collection in this study. Extensive preparation went into the study of educators' views on the impact of incentives and sanctions on student performance.

3.3. Chi Square test (x2)

Among the many tests of implication developed by statisticians, the Chi square test stands out as particularly useful. This means that Chi-square test can be used in a wide variety of situations¹⁴. Researchers can now determine the strength of an independent variable's correlation with a dependent one by using these tests. With qualitative data, the Chi-square (x2) test has been employed to determine the degree of correlation between two independent variables (dependent and independent variables). The Chi-Square (x2) test was utilized, with the McCall¹⁵ method of implementation

4. RESULTS AND DISCUSSION

The data was subsequently analyzed using the adopted, straightforward approach. This chapter's only intent is to present and analyze the gathered data, and then interpret the results in order to make recommendations. Each respondent's responses are tabulated for easy viewing. Additionally, charts are created from the data for even more convenience. Here is a breakdown of the questions asked and the data gleaned from the responses:

students do better in school when they are rewarded. All respondents agreed that rewards motivate students to learn. 94% of respondents supported being proud of being rewarded in middle school, with 06% of respondents supporting this and 42% dissenting. 46% of her respondents

agreed that rewarded students would try to keep their position, and 54% said they wouldn't mind keeping their

position.

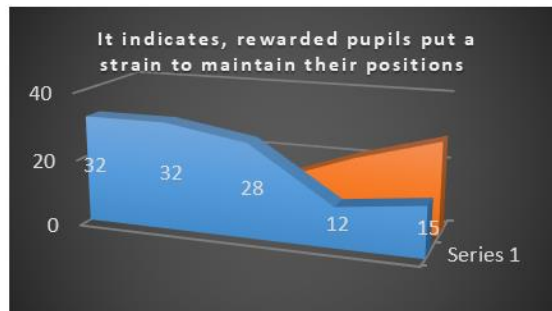
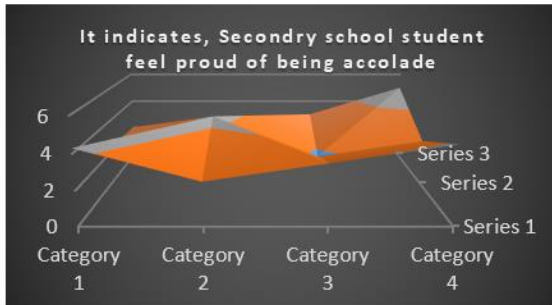


Table 2

It indicates that rewards can help motivate sluggish and apathetic students			It indicates that rewards have psychological effects on middle school students.		It indicates that Rewards Induce Jealousy in middle school students		It indicates how teachers' personal bias influences the awarding of student awards	
Responses	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Yes	27	54%	20	40%	45	90%	03	06%
No	23	46%	30	60%	05	10%	47	94%
Total	50	100	50	100	50	100	50	100

About 54% of the people who responded agreed with the idea that rewards could motivate dull and uninterested students, while 46% disagreed. Most of the people who answered, or 60%, didn't agree with the idea that rewards have a psychological effect on high school students, while

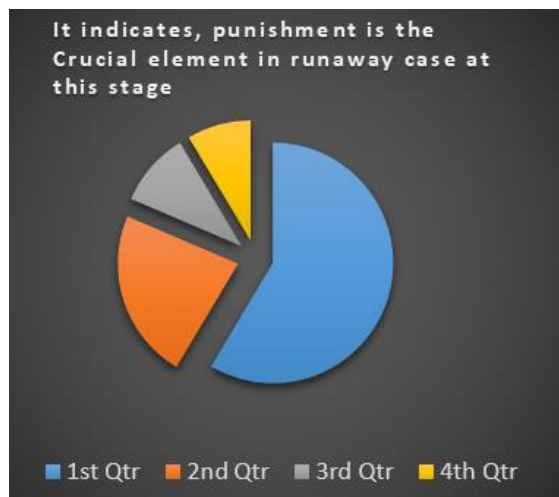
40% did. 90% of the people who answered agreed with the idea that rewards make high school students jealous, while 10% disagreed. Many of the people who answered, 94%, disagreed with the idea that teachers give awards based on their own preferences, while only 6% agreed with it.

Table 3

It indicates, punishment is a positive substitute to motivating pupils to engage in erudition assertion			It indicates how corporal punishment in secondary education destroys children's creativity		It indicates, punishment inflation hates from research at this extent		It indicates that punishment does more damage to boring and slow learners at this stage	
Responses	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Yes	0	0%	50	100%	50	100%	31	62%
No	50	100%	0	0%	0	0%	19	38%
Total	50	100	50	100	50	100	50	100

None of the people who answered the survey thought that punishment was a good way to get students interested in schoolwork. All of the people who answered said that physical punishment kills creativity in middle and high school.

From what they had learned in high school, all of the respondents agreed that punishment makes people hate each other more. 62% of the teachers who answered the survey thought that punishment hurts unintelligent and lazy students even more at this point, while 38% disagreed.



The responses to this statement were about even. 54% agreed with the statement that punishment was one of the main reasons students ran away from school at this stage of their education, while 46% disagreed with the statement.

5. Conclusion

As a result of a comprehensive and in-depth analysis of the study, the researchers came to the conclusion that providing students with rewards is an effective way to generate interest in continuing their education and to foster healthy competition among students, both of which are essential components of an atmosphere that is conducive to learning in secondary schools. It may be deduced from the fact that the vast majority of instructors believe that both rewards and punishments are utilized as vital instruments to improve teaching and learning situations, which leads to the conclusion that both are an integral part of educational institutions. Students have a sense of pride when they are awarded. They strive to preserve and strengthen their positions, as well as put in more effort with each other, so that they can continue to receive benefits with the enthusiasm and interest. It is concluded from the research study that rewards must be given in clear, transparent manner free from personal bias. Talent of the students and their academic performance must be evaluated. It is concluded from the study that punishment can never be an alternate of rewards. Therefore, it is declared as negative motive and should be avoided in learning institutions. It is concluded from the study that use of harsh words and corporal punishment damages the natural capabilities of an individual therefore efforts must be made to avoid it. As human being is creative in nature whereas corporal punishment damages this capability to the greater extend. It is also concluded that punishment is of no use at this stage. It has no role in the moral, mental and emotional growth of a child. It is also concluded that sometimes corporal punishment results in the deprivation of education and thus academic career of a child comes to an end with it. It is also observed that sometimes punishment may be given in unavoidable situation however; it must be milder and judicious in nature.

Competing Interests

The authors have declared that no competing interests exist.

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