

Abdul Majeed Shar<sup>1</sup>  
Shahnaz Parveen Channa<sup>2</sup>

**Effect of Punishment on Students' Motivation towards study: A  
case study of Primary schools in District Khairpur**

**Abstract**

*The study was descriptive and quantitative in nature and survey method was adopted, population of the study was consisted on head teachers, and teachers and random sampling technique was adopted. Sample of study was comprised of 40 head teachers, 80 teachers and 240 student of primary level in district Khairpur. After data collection it was analysed through SPSS. To investigate the effect of corporal punishment on students' motivation and learning and also to investigate teachers point of views regarding corporal punishment. It was found that the most of respondents were agreed that corporal punishment and rewards have positive effect on students' motivation towards study at primary level in district Khairpur.*

**Key Words:** Punishment; Academic Motivation, Primary School, district Khairpur

---

<sup>1</sup>Visiting Faculty member SALU, corresponding Author( [abdulmajeed.shar786@gmail.com](mailto:abdulmajeed.shar786@gmail.com))

<sup>2</sup>Assistan Education Officer, SBA

## Introduction

Corporal punishment can be defined as application of physical and mental pain, as a technique to change the behaviour of children or force students towards learning through appliance of physical or mental torture, causing behaviour change (Straus, MA 1991). During the decades, a challenge was introduced to overcome the children's performance over studies, learning and old reliance on corporal punishment as a tool for reorganizing children's misbehaviour global tendency to abolish corporal punishment has been introduced (Global Report 2008). That corporal punishment comprises various and extreme methods may include slapping, hitting, punching, spanking, choking, pinching, kicking, shunting and shaking. Another addition is usage of different entities (belts, wooden paddles, wooden sticks, pricking pins, or others stuffs), an extremely painful punishments may include application of body postures (such as lock the children in closets), use of metal tools or prohibition of urine or stool release. Those children which experienced to greater level of physical punishment will show the exactly same aggression physically as of adults (Carroll, 1977). The childhood aggression is the best prediction of aggression of adult as longitudinal studies shown, If in a 6 years old child any aggression manner is established then in his adulthood he generally behave with same established aggression behaviour (Eron, Huesmann, & Zelli, 1991).

### *Literature review*

Students who are physically punished develop negative attitudes towards learning. Even such students when develop into adult possess no empathy for others. Research has shown that children who are beaten up by their teachers learn aggression (Boser, 2001). They develop low self concept and see aggression as a means to solve problems of life. Studies further indicate that corporal punishment intimidates children. They develop low self-esteem and show dejection and hesitation to participate in learning activities (Flynn, 1994; Straus, 2003).

This type of behavior has wider implications as it leads to bigger violence later stages of life (Patel, 2003). The use of corporal punishment inculcates a strong belief in the impressionable minds of students that force is justified to control unwanted or undesirable behaviors. Ultimately, this promotes the attitudes of children that use of force or aggression is an acceptable act in the society (Straus, 1991; Baumrind, 1996; Roos, 2003).

According to Roussow (2003) students who receive corporal punishment show symptoms of dejection in studies, poor performance in the tests and also do not participate in the teaching and learning process enthusiastically. (Morrel, 2000) found that use of corporal punishment influences attendance of school children. Students remain absent from school and this situation of longer absenteeism leads to withdrawal from schools. According to (Vally, 1998) the effects of physical punishment of students develop more severe psychiatric and traumatic conditions in children. Students in such an environment consider schools to be an unsafe place and thus they avoid coming to schools. This type of attitude of students will be the direct result harsh corporal punishment and unsupportive learning environment where physical punishment is the norm (Gershoff, 2002; Kaur, 2005; Tharps, 2003). Attitude of students towards learning depends upon many factors such as classroom environment, teacher attitude, curriculum and resources. According to (Daskalogianni & Simpson, 2000) attitude towards learning means the pattern of students' beliefs and emotions associated with classroom environment. (Hannulla, 2002) found that students' performance, efficacy, motivation and achievement in different subjects are essentially related to their attitude towards learning.

(Mitchell, 1999) argued that students' attitude towards learning is closely connected to their academic success in that particular subject. The role of teacher in providing guidance to students regarding understanding of a subject is highly crucial and it determines the degree of the motivation of students toward

learning of that subject. (Gracia & Herrero, 2006) found that teacher attitude and beliefs deeply influence students' attitude towards learning. In this regard this same writer further elaborates that the clarity of teachers' instruction deeply influences students' understanding of concept and their attitude towards learning in a subject. (Swan, Bell, Phillips, & Shannon, 2000) argued that size of the class and its environment also determines students' attitude toward learning. In a friendly and spacious classroom environment, students take interest in the activities. Whereas, in an authoritarian and rigid classroom, student feel dejected and less actively participate in the learning process. (Whiten, 2007) found that commitment, care and help from teacher's side ensure student's conceptual understanding of a subject. Students who enjoy learning of a subject perform better than those students who do not. In this regard, the factor of enjoyment increases motivation of level of students. (Gunnore & Mariner, 1997) articulated that poor attitudes of students in a subject and high anxiety are associated with attitude of teachers towards students and students' own attitude towards the subject.

#### **Statement of the Problem:**

On the basis of the above literature review, the following framework will be designed to conduct the study. This current research framework draws its theoretical foundation from the Maslow theory of motivation. This theory places human needs in a hierarchical form. According to this theory, students cannot reach the highest goals of life until their basic needs are not satisfied. This study is based on the presumption that before preparing students for the classroom learning it is necessary to encourage them so that they are motivated for learning also considers students' motivation necessary for classroom learning. Title of the study will be, "Effect of Punishment in Decline Students Motivation towards Study at Primary Level."

#### **Research Objectives**

To determine the effect of punishment on students motivation

To find out the relationship between punishment and students motivation

### **Research Questions**

Is there any impact of punishment on student's motivation?

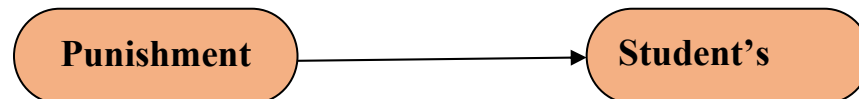
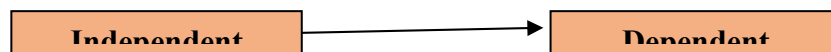
Is there any association of between punishment and students motivation?

### **Hypotheses**

There is positive and significant impact of punishment on student's motivation

There is significant relationship between punishment and students motivation

### **Research Model**



### **Research methodology**

The study of the research was detailed and descriptive in nature and subsequent procedure was adopted for the planned study. Population that was comprised for the study; the head teachers of Khairpur district were included at primary school levels, the primary school teachers of Khairpur district were included, all the students of primary classes of Khairpur district were included, all parents/guardians of student of primary level were included, 40 head teachers with equal ratio of the rural and urban primary schools whereas private and public primary schools also included

within District Khairpur, 80 primary school teachers with similar ratio of urban and rural primary school teachers plus public and private primary school teachers in District Khairpur and 240 students of primary schools with equal ratio of urban and rural in addition to public and private primary schools in District Khairpur. This research study was detailed, descriptive, qualitative and quantitative in specification.

#### **Analysis and interpretations of data**

The quantitative data or information was collected through questionnaire. For the collection of data, I myself paid visit to all the forty Primary schools/institutions in Khairpur and administered the questionnaire from students (240) in the classes and from the teachers (80) and head teachers (40) of schools and data was gathered from them. The responses of the entire questionnaire were analyzed by keeping in SPSS.

#### **Punishment**

It shows the consistency of data, in this regard it must be greater than .7 so both variables value is greater than it.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.942	6

#### **Students Motivation**

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.825	6

#### **Overall Reliability**

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.878	12

It shows the accuracy of sampling size of variables. It follows criteria where kmo value must be or greater than .6 and it so.

### **Punishment**

#### **KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.845
Bartlett's Test of Sphericity	Approx. Chi-Square	2413.916
	df	15
	Sig.	.000

### **Students Motivation**

#### **KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.719
Bartlett's Test of Sphericity	Approx. Chi-Square	1620.052
	df	15
	Sig.	.000

### **Regression Analysis**

Model summary shows the fitness of model and it 14.20% fit

#### **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.380 <sup>a</sup>	.145	.142	.926
---	-------------------	------	------	------

a. Predictors: (Constant), Punishment

Analysis of variance shows variance between dependent and independent variables so here it is significant.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.940	1	51.940	60.557	.000 <sup>b</sup>
	Residual	307.060	358	.858		
	Total	359.000	359			

a. Dependent Variable: Students Motivation

b. Predictors: (Constant), Punishment

In this beta shows the contribution of punishment that is 38%, in prediction of its impact on students motivation. And it is also significant.

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.532E-16	.049		.000	1.000
	Punishment	.380	.049	.380	7.782	.000

a. Dependent Variable: Students Motivation

It shows the relationship between variables and it is significant association

### Pearson Correlation

### Correlations



		Punishment	Students Motivation
Punishment	Pearson Correlation	1	.380**
	Sig. (2-tailed)		.000
	N	360	360
Students Motivation	Pearson Correlation	.380**	1
	Sig. (2-tailed)	.000	
	N	360	360

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 1. Effect of punishment on students' motivation towards study at primary level in district Khairpur					
S.No.	Statements	Likert scale	No. of respondents	%	Results/Remarks
01	Corporal Punishment creates discourage among the students	Str. Agree	90	25.0	Most of the respondents agreed that the Corporal Punishment creates discourage among the students.
		Agree	85	23.6	
		Str. Disagree	74	20.6	
		Disagree	66	18.3	
		Undecided	45	12.5	
		Total	360	100	
02	Corporal Punishment Dishearten the students	Str. Agree	90	25.0	Most of the respondents agreed that the Corporal Punishment Dishearten the students.
		Agree	90	25.0	
		Str. Disagree	65	18.1	
		Disagree	70	19.4	
		Undecided	45	12.5	
		Total	360	100	
03	Corporal Punishment causes the reduction in attendance of the students in class	Str. Agree	94	26.1	Most of the respondents agreed that the Corporal Punishment caused the reduction in attendance of the students in class
		Agree	99	27.5	
		Str. Disagree	60	16.7	
		Disagree	67	18.6	
		Undecided	40	11.1	
		Total	360	100	
04	Corporal Punishment results in failure of students	Str. Agree	96	26.6	Most of the respondents agreed that the Corporal Punishment resulted in
		Agree	94	26.1	
		Str.	60	16.7	

05	Corporal Punishment creates the depression among students	Disagree			failure of students.
		Disagree	65	18.1	
		Undecided	45	12.5	
		Total	360	100	
		Str. Agree	90	25.0	Most of the respondents agreed that the Corporal Punishment created the depression among students
		Agree	90	25.0	
		Str. Disagree	65	18.1	
		Disagree	70	19.4	
		Undecided	45	12.5	
		Total	360	100	

It was analyzed from the above table and figure/graph that the most of respondents were agreed that corporal punishment influence on students' motivation towards study at primary level in district khairpur.

#### *Results and Discussion*

It was concluded that the 25.0% respondents were strongly agreed and 23.6% respondents were agreed about the statement corporal punishment discouraged the students, overall the 48.6% respondents were agreed about this statement; the 25.0% respondents were strongly agreed and 25.0% respondents were agreed about the statement corporal punishment dishearten the students, overall the 50.4% respondents were agreed about this statement; the 26.1% respondents were strongly agreed and 27.5% respondents were agreed about corporal punishment caused the reduction in attendance of the students in class, overall the 53.6% respondents were agreed about this statement; the 26.6% respondents were strongly agreed and 26.1% respondents were agreed about the statement corporal punishment results in failure of students, overall the 52% respondents were agreed about this statement; and the 25.0% respondents were strongly agreed and 25.0% respondents agreed with the statement that the statement corporal punishment causes of student pain, overall the 50.0% respondents were agreed about this statement. So it was cleared from above that the most of respondents were agreed that corporal

punishment influence on students' motivation towards study at primary level in district Khairpur.

### **Conclusion**

It has been concluded that Pakistan lies in developing country where education system is also poor and quality of education matters, in this connection researcher has found that punishment is banned in education system but still it somehow motivated students to be loyal and sincere to study. For this study, punishment contributes 38% as it was mentioned in coefficient table. It is also said both hypotheses are proved namely punishment impacts on student's motivation. And it also associated to student's motivation.

### **Recommendations**

It was recommended that:

- Punishment should be banned in schools because it is very dangerous and harmful for the young students physically and mentally.
- Physical exercise plays an important role in their physical and mental development and their disruptive behavior will also be controlled because disruptive behavior is very harmful for the students at primary level.
- The awareness program needs to be introduced for parents, teachers and caregivers at the alternative care settings.
- Strong legislative system should be established by amending the existing weak clauses.

## References:

- Baumrind, D. (1996). A blanket injunction against disciplinary use of spanking is not warranted by the data. *Pediatrics*, 98(4).
- Boser, U. (2001). *The unsparing rod: Schools are still fighting the right to paddle*. U.S. News and World Report: Washington.
- Carroll, J.C. (1977). The intergenerational transmission of family violence: The long-term effects of aggressive behavior. *Aggressive behavior*, 3, 289-299.
- Daskalogianni, K., & Simpson, A. (2000). Towards a definition of attitude: the relationship between the affective and the cognitive in pre-university students. *Proceedings of PME*, 24(2), 170-184.
- Eron, L.D., Huesmann, L.R., & Zelli, A. (1991). The role of parental variables in the learning of aggression. In D.J. Pepler & K.H. Rubin (Eds.), *The development and treatment of childhood aggression* (pp. 169-188). Hillsdale, NJ: Erlbaum.
- Flynn, C. P. (1994). Regional differences in attitudes toward corporal punishment. *Journal of Marriage and the Family*, 56, 330-344. <http://dx.doi.org/10.2307/353102>.
- Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 124(4).
- Gunnoe, M. L. & Mariner, C. L. (1997). Towards a developmental-contextual model of the effects of parental spanking on children's aggression. *Archives of Pediatric and Adolescent Medicine*, 151(8), 768-775. <http://dx.doi.org/10.1001/archpedi.1997.02170450018003>.
- Gracia, E., & Herrero, J. (2006). Beliefs in the necessity of corporal punishment of children and public perception of child physical abuse as a social problem. *Child Abuse and Neglect*, 32. <http://dx.doi.org/10.1016/j.chiabu.2008.05.004>.
- Hannula, M. (2002). Attitude toward mathematics: Emotions, expectations, and values. *Educational Studies in Mathematics*, 49, 22-29. <http://dx.doi.org/10.1023/A:1016048823497>.

- Kaur, S. (2005). Wounded innocence. *The Tribune (Spectrum)*, 9, 1.
- Mitchell, T. (1999). Changing student attitudes toward mathematics. *Primary Educator*, 5(4), 4-11.
- Morrel, R. (2000). Corporal punishment. *Education Monitor*, 11(1), 42.
- Patel, D. R. (2003). Corporal punishment in schools: Position paper of the society for adolescent medicine. *Journal of Adolescent Health*, 32, 245-261.
- Roos, R. (2003). Legal requirements for school rules and disciplinary sanctions. *Koers*, 68(4), 371-395.
- Roussow, J. P. (2003). Learner discipline in South African public schools: A qualitative study. *Koers*, 68(4), 413-435.
- Straus, M. A. (1991). Discipline and deviance: Physical punishment of children and violence and other crime in adulthood. *Social Problems*, 38, 133-154.  
<http://dx.doi.org/10.2307/800524>.
- Straus, M. A. (2003). *The primordial violence: corporal punishment by parents, cognitive development, and crime*. Walnut Creek CA: Alta Mira press.
- Swan, M., Bell, A., Phillips, R., & Shannon, A. (2000). The purpose of mathematical activities and pupils' perceptions of them. *Research in Education*, 63, 17-21.  
<http://dx.doi.org/10.7227/RIE.63.2>.
- Tharps, L. L. (2003). The truth about spanking. *Essence*, 33(1).
- Vally, S. (1998). Spare the child and spoil the rod. *Educators Voice*, 2(8).
- Whiten, P. (2007). The mathematics survey: A tool for assessing attitudes and dispositions. *Teaching Children Mathematics*, 13(8), 322-342.  
<http://dx.doi.org/10.1080/00131910120110848>.