A COMPARATIVE STUDY BETWEEN THE REWARD-PUNISHMENT SYSTEM AND THE PROPHETIC TEACHING METHOD IN CHILDREN'S EDUCATION AT DHAKA CITY

Ferdousy Akhter Tani

International Open University

ABSTRACT

Educators have been using different reward and punishment systems to educate learners since the history of early pedagogy. This research aimed to explore the effectiveness of different techniques of reward and punishment to facilitate teaching and learning in the classroom environment in Dhaka. The research also sought to implement Prophetic teaching methodology in today's classrooms in Dhaka, the capital of Bangladesh, to demonstrate its effectiveness in teaching. A survey was conducted in the form of a questionnaire using 28 educators and 29 students of Dhaka city assessing the effectiveness of different reward and punishment systems in the classrooms. Analysis of the responses demonstrated that half the students participating in the study believe that both reward and punishment are required for managing behavior and improving class performance, and less than half the educators reflect the same view. The study also concluded that the use of corporal punishment is a highly ineffective method of classroom management. The study also employed educators acting as volunteers to implement Prophetic teaching techniques in Dhaka's classroom and found out that the techniques are well received by students. On this basis, it was recommended that Prophetic teaching methodologies are used in everyday classroom settings to ensure proper management of classes and effective learning.

Keywords: Reward, punishment, classroom management, Prophetic methodology.

Corresponding author: Ferdousy Akhter Tani can be contacted at f.a_tani@yahoo.com

----

1. INTRODUCTION

With new information and technology being unearthed every turn of the century, education has surely evolved. With its evolution, the reward and punishment system employed in teaching has undergone numerous changes with each generation contributing to its change. While educators all over the world use different methodologies to teach, it is important to look at and closely observe how effective their reward and punishment system is. Hence, it is important that a study is conducted to explore the effectiveness of different rewards and punishments in the classroom depending on each age and group.

While much research has been conducted to investigate the effects of reward and punishment, there still exists a lack of accumulation of data on learners reacting to them across the globe. Moreover, a comparison of both students' and teachers' opinions on the effectiveness of reward or punishment is also lacking. The goal of this study is to establish a comparison between the use of different rewards and punishments as viewed by the students and educators in Dhaka's classroom.

 Looking fourteen centuries back at the time of Prophet Muhammad ﷺ it can be seen how aptly he managed the education of his companions, who were later responsible for taking the Muslim world to the pinnacle of civilization. His techniques included teaching by setting an example, asking questions, setting parables, and relating anecdotes. His teaching techniques, if looked at closely, resemble many modern teaching techniques integrated into the education system to enhance learning. Therefore, it becomes incumbent upon Muslim educators to find a way to implement Prophetic methodologies in the classroom and prove their success in managing children's behavior and learning.

2. REVIEW OF LITERATURE

Research revealed that a significant number of students prefer positive instructional practices by educators. However, educators prefer to use extrinsic rewards and punishment for behavioral management and students' education (Moberly et al., 2005). There is ample evidence to prove that the reward and punishment system influences learners' behavior toward learning (Caffyn, 1987). A study conducted in Pakistan showed that the use of motivation is favored by participants to enhance learning (Khaliq et al., 2016). While another study in Romania classified motivation into intrinsic and extrinsic motivation and discouraged the use of extrinsic motivation for learning (Costică, 2014). Further study revealed that the "teachers maintained that the use of rewards in preschool classrooms was necessary because it strengthens desired behaviors, motivates and encourages children to engage in desired behavior" (Sak et al., 2016). The same study also explored the frequency and types of

----

rewards and punishment. Another study on the effectiveness of reward and punishment systems revealed that the use of rewards increases respect for school rules, promotes attendance in class and good behavior and the use of punishment deters disobedient behavior (Njeru, 2012). On the other hand, according to another study, the use of corporal punishment led students to feel fearful and resulted in low self-esteem, low confidence, and frustration (Elbla, 2012), although certain school leaders maintained that this has to be done to control the class with larger class size (Kilimci, 2009).

2.1 Reward

According to B. F Skinner, "Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence" (Mcleod, 2018). Therefore, when reinforcements such as praise, giving small gifts, and the like are used for praiseworthy behavior, students will emulate that behavior repeatedly in order to obtain the reward (Baranek, 1996).

Researchers for the last 50 years have been investigating the effects of both intrinsic and extrinsic motivation using the education system (Baranek, 1996). Studies revealed that extrinsic motivation has a limiting effect on performance (Bénabou & Tirole, 2003), while the use of intrinsic motivational systems gives rise to behaviors that have a lasting positive effect (Baranek, 1996).

In a study done at a nursery school, Lepper et al. (1973) set 51 children with a significant interest in drawing to one of three experimental conditions. One group was given the motivation of a gift, one group had no knowledge of receiving a reward and was later given a surprise reward while the last group was assigned to finish the task while receiving no reward. It was found that the groups that received no reward or a surprise reward spent a significant amount of time drawing in their free time whereas the group receiving a certificate ended up spending less time on it (Baranek, 1996). Notwithstanding the negative impacts of extrinsic motivation, educators across the globe used extrinsic motivational teaching techniques to enhance learning among young learners.

2.2 Punishment

The main objective of punishing students is to implement a penalty on the offender, which correlates to the nature of the offense (Arigbo & Adeogun 2018). However, according to Hogan et al. (1997), certain punishments give rise to psychological problems among students due to the trauma suffered while being punished. Hogan et al. (1997) gave an example of a cane that makes children develop fear of attending school. This in turn defeats the purpose of using the punishment by educators whose main objective is to ensure that learning has taken place (Arigbo & Adeogun, 2018).

Further, it was argued that certain forms of punishment like corporal punishment could lead to physical injury if it is not administered carefully by educators. This also leads to students missing

----

school and developing fear from learning which eventually leads to lower academic performance (Arigbo & Adeogun, 2018).

According to Canter (2000), learning theories suggest that punishment is inefficacious for producing any major or long-lasting behavioral change. Okumbe (1998) asserted that punishment is effective for managing misbehavior and school discipline; however, this has to be in proportion to the offense committed. This is because certain forms of punishment are both inequitable and unwarranted such as the corporal punishment of severely canning a child for a misdemeanor (Arigbo & Adeogun, 2018).

Although there seems to be a great wealth of detail in determining the effectiveness of different reward and punishment systems in managing classroom behavior to enhance learning, it is however important to note that the studies lack reference to bringing religiosity into the teaching techniques. Data to support the implementation of religious teachings or Prophetic methodologies even by Muslim researchers seems to be scarce. Moreover, looking at the data available on the city of Dhaka, its education system, and any related affairs thereof one can conclude there is a paucity of information on the matter under discussion.

2.3 Research on Teaching Techniques

Research was conducted on the effectiveness of different teaching techniques in different study areas such as language, history, and mathematics.

2.3.1 Storytelling

Research showed that young learners actively involved in storytelling activities can recall certain lexical items after the class and keep them in memory over a prolonged period of time (Kirsch, 2016). Mallan (1996) justified that storytelling is vital to human existence. Storytelling encourages expressive language development in both verbal and written forms (Isbell, 2002). The use of storytelling is extremely vital with young learners, at Key Stages 1 and 2, who have not yet gained mastery over reading and writing since many children of all ages find written content on printed page dull (Farmer, 1990).

2.3.2 Empathy

Empathy having a relation to emotional understanding may have a great deal of influence on the academic achievement of students in school (Laird, 2015). Researchers have come to the conclusion that empathy is vital for improving academic results and forming productive student-teacher relationships (Warren, 2015).

2.3.3 One-to-one teaching

Dr. Sylvius, a professor of medicine, mentioned that among the advantages of one-to-one teaching is a close behavioral observation of each other, teacher and student. This opportunity is not provided in any other settings (Gordon, 2003). Another advantage of one-to-one teaching is the scope to modify the lessons according to the learner's needs. In 1978, Ausubel and colleagues proposed that the key to successful teaching is to discover what the student already knows and teach accordingly to that discovery. This is not possible in a lecture, tutorial, or seminar (Gordon, 2003).

2.3.4 Repetition

One of the most commonly held beliefs about learning and memory is that repetition increases retention, and repetition is at the core of most widely accepted learning techniques (Montgomery, 2003). It has two essential roles: to sustain information in an active state for a short time during short-term activities and to make memory traces with some persistence during maintenance activities (Naveh-Benjamin & Jonides, 1984).

2.3.5 Using Diagrams

It is a popular belief that diagrammatic representations assist in gaining intuitive comprehension of logical reason (Sato & Mineshima, 2015). Researchers have demonstrated the learning power of diagrams by performing experiments with presentation and testing procedures. Findings from these studies propose that using visual representations as teaching tools can decrease individual variation in test performance (Holliday, 1980). Utilizing concept diagrams is one way to enhance understanding of the concepts of geometry. These diagrams set the foundation that lets students organize their thought processes (Shaw et al., 1995).

2.3.6 Question and Answer Method

Questioning is an essential part of purposeful learning and scientific investigation. Devising a good question is a creative art and at the core of what investigative science is all about (Chin & Osborne, 2008). According to Good and Brophy (2003), classroom questions were effectively used as diagnostic aids to assist in the assessment of students' academic progress or to evaluate their critical thinking. Effective communication can occur if quality interactions between teachers and students occur. This leads to gaining mutual understanding and enhanced learning (Naz et al., 2013).

2.3.7 Demonstration

Research showed that the achievements of experimental groups when the teachers' used demonstration are better than the control group while teaching Science (Basheer et al., 2016). Studies established that the demonstration technique produces remarkably improved academic outcomes among engineering students rather than just lecture strategy (Giridharan & Raju, 2016).

There appears to be an enormous lack of research data on the effectiveness of reward and punishment in Dhaka's classrooms. Moreover, teaching practices highlighting the interdisciplinary nature of this thesis are also not available. Incorporation of the Prophetic teaching methodology and its effectiveness along with the effectiveness of various reward and punishment systems used requires more studies and documentation for Dhaka's classrooms. This study aims to fill some of the gaps in the research of teaching practices in Dhaka's classrooms.

3. RESEARCH METHODOLOGY

The study aimed to conduct the research by using well-structured questionnaires for both teachers and students from at least seventeen English medium schools in Dhaka, Bangladesh. The schools chosen were both faith-based and secular. Furthermore, interviewing the educators and students in a group or individual sessions were done to gain insight into the research. Educators were assigned certain Prophetic techniques to incorporate in their classrooms and interviewed to find the effect on the management of children's behavior. The author assigned volunteers who were educators for a period of two months to test different Prophetic teaching techniques in the classrooms.

A group of 28 teachers were selected using a convenience sample. All of the teachers selected worked for a variable period of time in at least one English medium school in Dhaka in the last five years. A set of twenty-four questions were used in the questionnaire including both open and closed-ended questions. Before filling out the questionnaire, a partial understanding of the thesis topic was presented to the educators, and the questionnaire promised not to disclose the identity of the participants or the institutions they have worked for. The questionnaire also used the Likert scale to find out the effectiveness of using reward or punishment systems in managing students' behavior and learning.

The questionnaire given to educators included a list of the punishment and rewards that they used in the class. The list of rewards included the following:

- Praise
- Chocolates
- Stationery
- Letting off homework
- Giving free classes
- Giving extra marks in performance

The list of punishments included the following:

- Deducting performance marks
- Involving the parents
- Taking the student (s) to the principal's office
- Light physical punishment (such as making them stand for a certain period etc.
- Severe physical punishment (such as beating)
- Isolation
- Shaming students

Educators were asked to add any other technique they used for rewarding or punishing students in their classroom in a set of open-ended questions. Educators were also asked to choose from a list of Prophetic techniques they used in their classroom to teach, albeit being informed that they were Prophetic techniques. The list of Prophetic techniques in the questionnaire included the following:

- Storytelling
- Demonstration
- Question and answer method
- Education through setting parable
- Speaking at the intellectual level of the listener
- Use diagrams and drawings
- Using gestures while talking
- Take advantage of teaching moments
- Repetition
- Using anger
- One-to-one teaching
- Developing empathy method

Another questionnaire was given to a group size of 61 students who attended at least one English medium school in Dhaka. The selection of students was done using convenience sampling and

----

consisted of students of both male and female students of 10 – 18 years of age. The questionnaire consisted of 23 questions including both open and closed-ended questions focusing on the effectiveness of reward and punishment used in the classroom by educators. A total of 61 students filled up the questionnaire of which 68.9% were between 13 -16 years of age. Interviews of both teachers and students were also conducted to gain a better insight into what happens inside Dhaka's classroom. Interviews were taken individually and in groups. In addition to that, a group of five educators were assigned to choose one technique from a list of Prophetic techniques and to use it in their classes for a period of a minimum of one month, and to find out how responsive the students were to these techniques. Each educator chose one Prophetic technique of teaching to find out students' responses towards it. Results were then compared and analyzed using bar and pie charts.

4. DATA ANALYSIS

4.1 Teachers' Views of the Effectiveness of the Use of Rewarding Students for Managing Behavior and Improving Class Performance
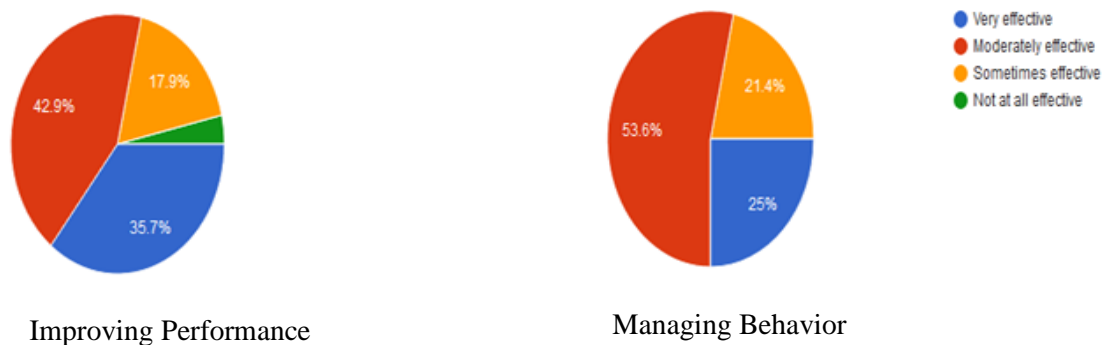

Improving Performance

Managing Behavior

Figure 4.1 (a) Effectiveness of reward for managing behavior **(b)** Effectiveness of reward for improving performance

When it was asked about the reward system, 100% of participants answered that they make its use for managing behavior while 92.9% affirmed its use for improving performance. Although most educators in Dhaka's classrooms use a reward system, only 35.7% thought that it is very effective for managing behavior while the majority think it is only moderately effective. A small percentage of teachers also thought that it is not effective at all. On the other hand, for improving class performance more educators thought that it is moderately effective to use rewards in the classroom. Although there was a small percentage of teachers who think rewarding students for managing behavior is not at all effective, there seems to be no disagreement among the teachers that giving a reward is effective for improving classroom performance. Continuously rewarding students for their behavior or performance may lead to disinterest in learning in the long term, and students may only want to learn when a reward is given or not learn at all when it is not being presented.

4.2 Teachers' Opinion on the Effectiveness of Punishment System in Managing Students' Behavior
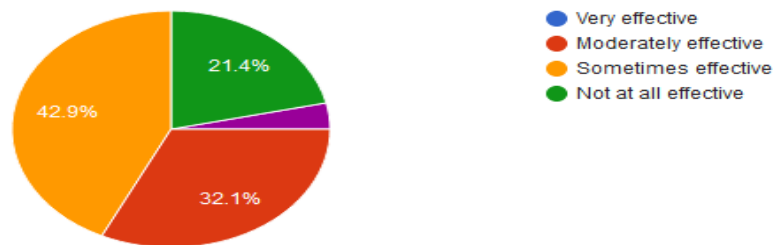

Figure 4.2 Effectiveness of punishment in managing students' behavior

In this study, 67.9% of participants asserted the use of punishment while teaching for managing behavior and surprisingly 32% of teachers denied the use of any punishment while teaching. On the issue of the effectiveness of using punishment for managing behavior, not a single participant thought of it as very effective while 21.4% thought it is not at all effective. 42.9% of educators thought it is only sometimes effective to use punishment if one has to manage classroom discipline. While interviewing teachers, certain views on children's misdemeanors came to light. Teachers believed that distractions at home have led to many children's behavioral issues. One reason for this could be the excessive use of gadgets and social media and another is the family's lack of involvement in their children's affairs. It is important to find the root cause of indiscipline for repeated offenders in order to deal with the situation at hand.

4.3 Teachers' Opinion on the Effectiveness of Punishment System in Enhancing Students' Performance
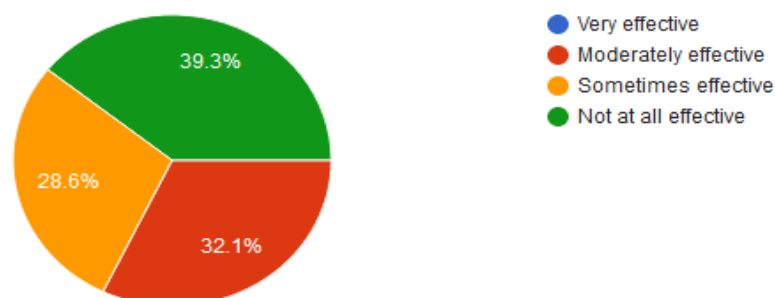

Figure 4.3 Effectiveness of punishment in enhancing students' performance

In this study, 60.7% of the teachers claimed to have used some type of punishment for improving academic performance while the rest claimed not to use it at all. 39.3% of the participants among

----

teachers believed that using punishment for enhancing learning is not an effective method whereas 32.1% believed that it is only moderately effective. Upon asking why one participant said the effect of punishment does not last for long and punishment may upset parents as well. It is significant that not a single teacher believes that using punishment is a very effective technique even though the majority make its use. One reason for this is punishment does not always yield desired effects and oftentimes causes more harm than good.

4.4 Prophetic Techniques used in Teaching
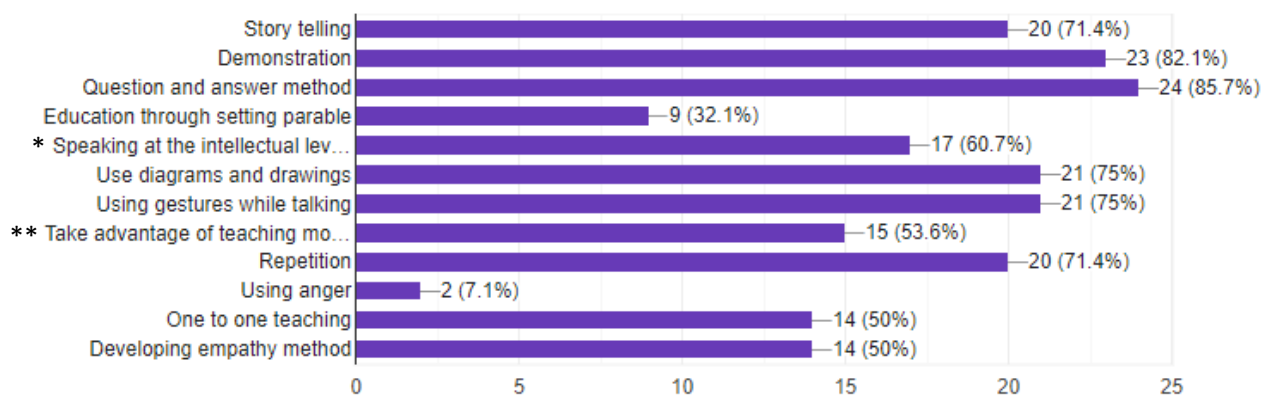
*Speaking at the intellectual level of the listener **Take advantage of the teaching moments

Figure 4.4 Prophetic techniques used in teaching

In the questionnaire information about this section were kept hidden intentionally. Participants were unaware that the above teaching techniques were Prophetic teaching methodologies, and it was observed that most teachers used some of the Prophetic techniques in their classrooms. However, it remains to be seen if they are using the right technique at the right time. The data showed that most of the participants used the question-and-answer method. This is an effective teaching technique since class participation is directly proportional to question and answer-based classes. Passive lecturing on any topic may make a child unresponsive and inattentive. A demonstration was the second most popular choice among educators. Teachers across all subjects had to use demonstrations to clarify concepts. Demonstrations can be of two types, visual and kinesthetic. Without any one of these two demonstrations, the class may become purely lecture-based and lacks quality.

It is noteworthy that teachers used Prophetic teaching methodologies yet 42.9% claimed ignorance when asked if they were aware of it. Moreover, 89.3% showed willingness to learn more about it. This shows a positive attitude towards knowing and implementing Prophetic styles in Dhaka's classrooms. 96.4% of teachers stated that the student-teacher relationship played an important part in how receptive students were to lessons. It can often be seen how the companions of the Prophet

----

۩ admired him. They loved and respected him so much that they would love to be around him and memorized what he had to say. They would listen to him with rapt attention. Storytelling had to be one of the best teaching techniques to grab students' attention. The Prophet ۩ used to set parables and used stories from the past to teach his companions. It is important to note that research has revealed that this technique helps to stimulate critical thinking, increased participation, enhanced attention, and academic performance and to achieve ownership of learning in students (Alterio, 2002). It is remarkable that the Prophet ۩ used these techniques which are all considered effective modern techniques of teaching.

4.5 Students' Opinion: List of Rewards used by the Teachers to Maintain Discipline
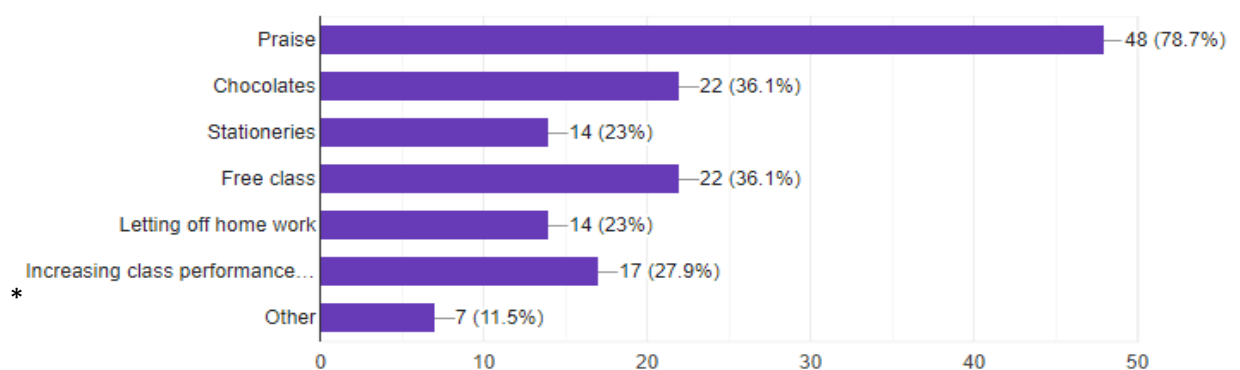
*Increasing class performance marks

Figure 4.5 Students' Opinion: List of rewards used by the teachers to maintain discipline

Close to sixty-nine percent of the students who took the survey admitted to being rewarded by their teachers for maintaining discipline. According to the students' survey, praise seems to be the most received form of reward for maintaining discipline in Dhaka's classrooms closely followed by free classes and getting chocolates.

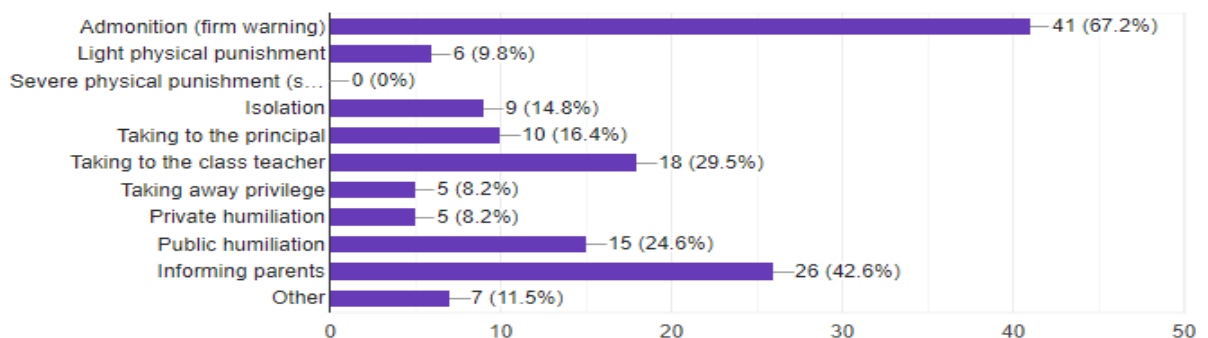### 4.6 Students' Experience of Punishment for not Maintaining Discipline

Figure 4.6 Students' experience of punishment for not maintaining discipline

----

Admonition is the most common form of punishment used in school. Sixty-seven percent of the students admitted to being scolded by their teachers for violating disciplinary policies. They also admitted having been subject to public humiliation more than private humiliation. Their teachers appeared to inform the students' parents in close to forty-three percent of cases. Fortunately, the data showed that no student was subjected to corporal punishment such as beating. Informing the authorities such as the class teacher, principal and parents seem to be a common way of maintaining discipline.

4.7 Students' Opinion: Which Works Better for You for Maintaining Class Discipline?
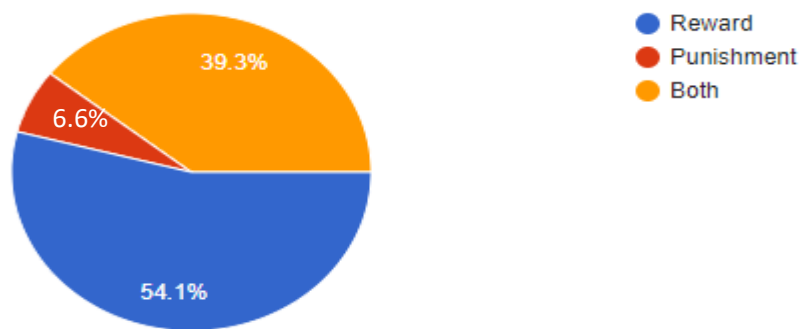

Figure 4.7 Students' Opinion: Which works better for you for maintaining class discipline?

While 57.4% of students in this study thought both punishment and reward should be used for maintaining classroom discipline, only 39.3% thought both punishment and reward had an effect on them in order to make them uphold discipline. During the interview that was conducted, among a group of six students two thought there should be absolutely no punishment, and among them, one was totally against the involvement of parents, especially in the parents-teachers meeting. In another group of students, an idea such as the use of frequent rewards loses its effect exists. An individual of the same group withheld the belief that there had to be some sort of punishment for managing students. It is notable that students despite not liking punishment themselves still think it is necessary to maintain discipline.

4.8 Students' Opinion: Most effective technique in managing class discipline
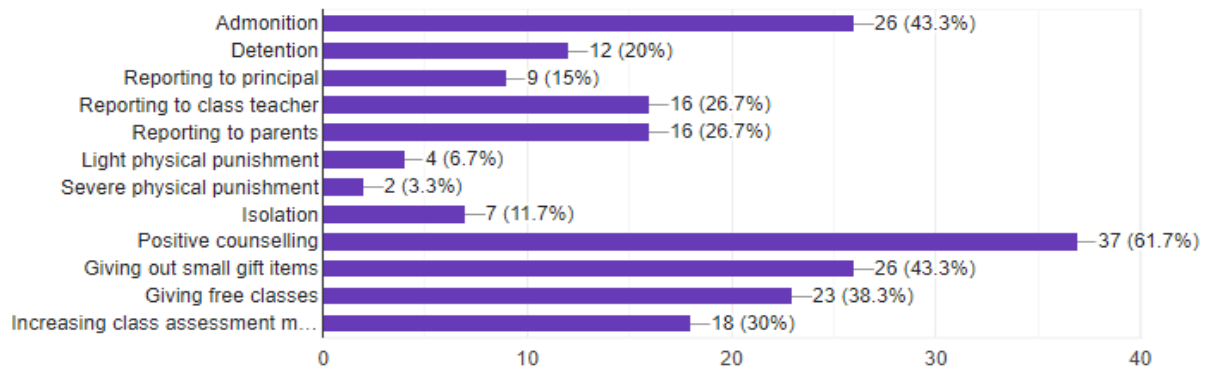
*Increasing class assessment marks

Figure 4.8 Students' Opinion: Most effective technique in managing class discipline

Approximately sixty-two percent of students believed that positive counseling was the best way to maintain classroom discipline. About 3% also believed that corporal punishment was one of the most effective techniques of classroom management. The effectiveness of all these techniques from the students' perspective differed from the teachers' perspectives. Most teachers, in this study, thought the involvement of parents is the most fruitful way of handling such situations, although this is not a popular choice among students.

4.9 Students' Opinion: List of Rewards used by the Teachers to Improve Class Performance
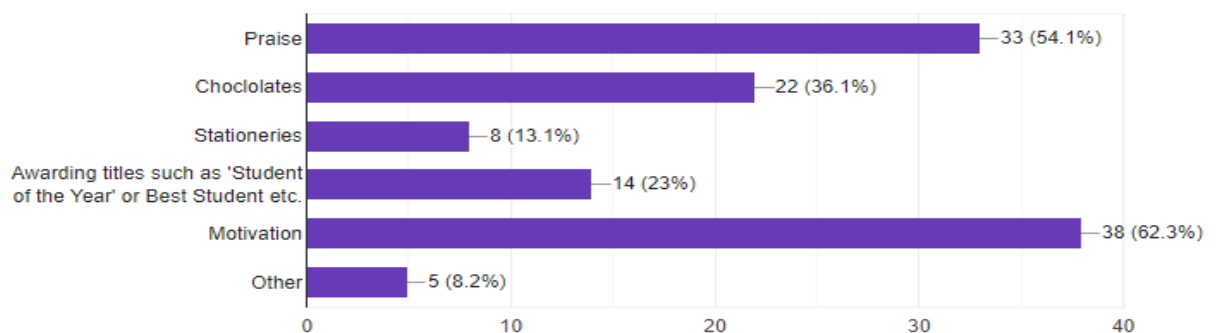

Figure 4.9 Students' opinion: List of rewards used by the teachers to improve class performance

Motivation takes the first place in this study according to students for enhancing performance. This is closely followed by praise and chocolates. Other things such as stationery items was also reported to be given to the students by their teachers for improving their class performance. A reward is a positive factor, and its use is very frequent in Dhaka's classroom.

4.10 Students' Opinion: Which Works Better for You for Improving Class Performance?
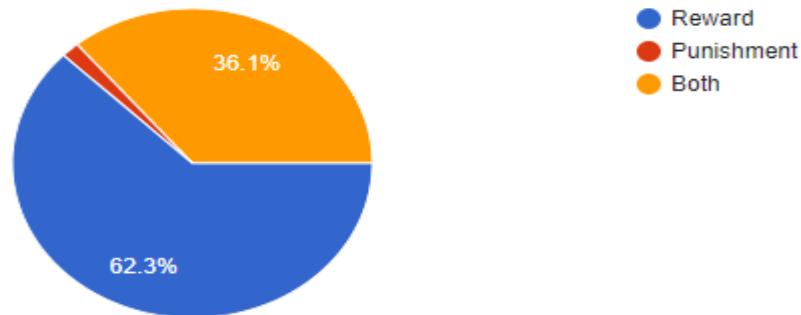

Figure 4.10 Students' Opinion: Which works better for you for improving class performance?

Thirty-six percent of the students thought both reward and punishment are needed for improving their class performance. While 62.3% of students believed that reward is more effective to get them to improve their grades. Quite unsurprisingly, a very small number of students thought that punishment is effective to improve performance.

### 4.11 Students' Opinion: Most Effective Technique in Improving Class Performance
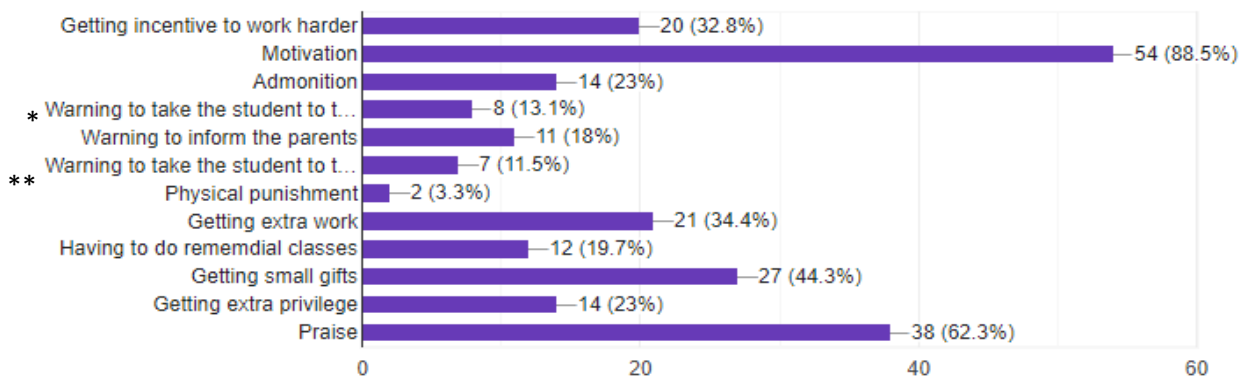
*Warning to take the students to the principal ** Warning to take the students to the class teacher

Figure 4.11 Students' opinion: Most effective technique in improving class performance

Motivation appeals to the positive psychology of people hence it is noteworthy that the majority of the students thought that motivation is the technique the teachers should use to help students improve their performance.

4.12 Students' Opinion: Preferable Teaching Techniques
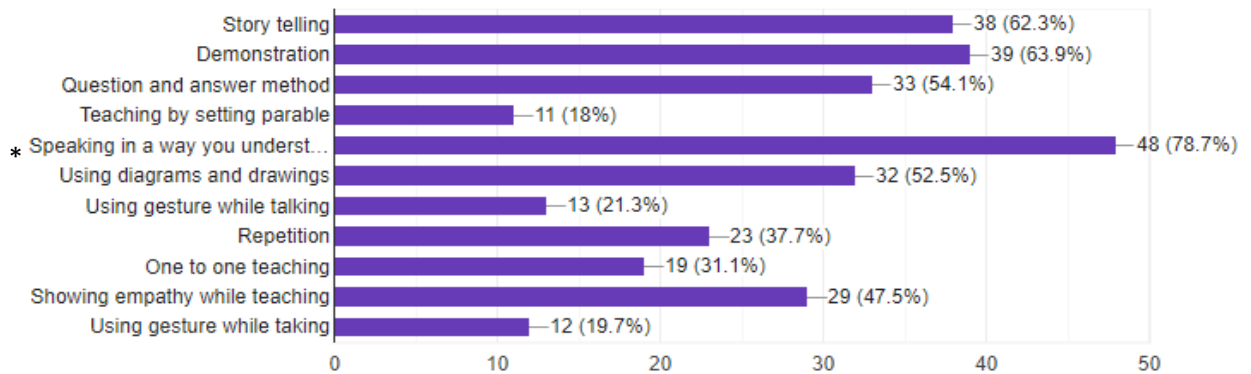
*Speaking in a way you understand

Figure 4.12 Students' Opinion: Preferable teaching techniques

Students prefer to learn from the teachers they like, so it is understandable that if the teachers are delivering the lessons in a way the students can comprehend, it will be the most effective technique for learning to them. Students were asked to select some Prophetic techniques they prefer while being unaware that they were used by the Prophet ﷺ. A majority of the students chose most of the techniques listed in the questionnaire. This demonstrates that students were willing to engage in learning more when Prophetic teaching methodologies were used.

4.13 Implementing Prophetic Teaching Methodologies

Among the Prophetic techniques are that many teachers use every day to facilitate the learning environment. This is why five volunteers were chosen to implement one Prophetic teaching technique that they did not usually use and saw its effects on students. Among the Prophetic teaching techniques used in the classrooms were storytelling, the use of diagrams, repetition, and one-to-one teaching. One volunteer reported a heightened interest level among students when she used the storytelling method. Another volunteer, a Mathematics teacher, reported that students often find Mathematics word problems difficult. However, after using the storytelling method she noticed an increased level of comprehension among students. This, however, was the case for students who were paying attention to the class and not those who were not actively involved.

A Bengali language teacher reported that using diagrams made her class understand a topic better than when diagrams were not used. She claimed that it made her students easily understand her class. An English language teacher was using repetition in her classes and found that repeating class

[57]

----

content helped the students understand better. The last teacher-volunteer, a science teacher, has used one-to-one teaching technique in her class keeping in mind students who were weaker in academic performance. She reported having achieved a positive result in her class although she had to invest a considerable amount of time to achieve it.

Implementation of Prophetic techniques in Dhaka's classroom had a great promise for enhancing learning since students seemed to prefer most of the techniques listed as was used by the Prophet ﷺ. Storytelling was considered an effective tool in pedagogy. If this tool was used at the right time as was used by the Prophet ﷺ, this could be a great way to enhance learning. Storytelling creates an atmosphere of positive engagement, ameliorates the class time, and increases students' attention to the class. Demonstration is part of active learning where students see what they are being taught. A science experiment truly starts making sense when it is shown and not just taught from a book. The Prophet ﷺ demonstrated to the companions how to pray, how to do ablution, how to do the pilgrimage, and numerous other things. These practical demonstrations helped them to remember the rituals long after he passed away. Not only that, but the companions also helped to convey those to others using demonstrations. Such was the effective learning that even after fourteen centuries Muslims all around the world know how exactly the Prophet ﷺ taught them various rituals. Educators today find that the demonstration of a concept is well-retained in the students' memory for a longer period of time and helps them to understand the concepts being demonstrated better.

Question and answer method is seen in many narrations of the Prophet ﷺ. This method of teaching engages the students more and increases class participation. Teaching by setting parables was a teaching technique of the Prophet ﷺ. Although this may not be applicable in all subjects, there is a huge scope for using this technique in many subject areas. If the students can see that there is a moral lesson, they may add some intrinsic value to that and remember the lesson well. Speaking in a way that is understandable is of extreme significance. Speaking at the level of the audience is very important because this is an aid to comprehension. The Prophet ﷺ was very clear in his speech and he spoke to the people in a way they understood. This teaching technique is especially important for young learners who need the lessons to be delivered in a way that is comprehensible.

Diagrams and drawings are an important way of introducing the students to a topic without using long lectures. A map, flow chart, diagram, or pictogram may help learners of different levels to grasp concepts easily as this provides a visual aid to learning. This facilitates visual learners more than auditory learners. The Prophet ﷺ used different teaching techniques based on the people he was teaching and using visual representation was one of them. Using gestures captivates the attention of the audience. Standing or sitting limply in the middle of the room is greatly discouraged in today's classrooms. The Prophet ﷺ used to use gestures depending on the need to facilitate the understanding

----

of his message. Sahl bin Sa'd narrated that the Messenger of Allah ﷺ said, "I and the sponsor of an orphan shall be in Paradise like these two." And he indicated with his fingers, meaning his index and his middle finger.[1]"

Repetition helps to embed what is being said. Information which is repeated is often remembered if it is missed the first time. The Prophet ﷺ used to repeat his words three times (at-Tirmidhi) when needed so that the companions could understand its importance and remember it thoroughly. Educators also need to do that while explaining the key concepts so that students can remember them well and understand its significance. One-to-one teaching facilitates learning because the students then get the teacher's full attention and this prevents him from being distracted. The Prophet ﷺ used to deliver lessons in front of a crowd but he also gave advice and taught something valuable about the religion in a one-to-one setting. Showing empathy promotes the building of a healthy relationship between teachers and students. The Prophet ﷺ showed great kindness and mercy to his followers and was empathetic toward their sufferings. His nature resulted in nurturing great admiration among his followers for him. If an educator is understanding towards the needs of his students, the students will also develop admiration for him. This will increase the chance of obedience of the students towards that teacher. Prophetic teaching methodologies are in line with modern teaching methodologies and hence should be incorporated in Dhaka's classrooms.

5. CONCLUSION

After conducting research based on both teachers and students, it has come to the conclusion that different students had different responses to various techniques used by teachers. However, punishment such as corporal punishment including beating was highly ineffective and did not help to engage learners in their lessons nor able to manage unruly behavior for a sustainable period of time. Almost half the learners in the English medium schools of Dhaka believed that both punishment and reward are required for improving academic performance, and close to sixty percent believed that both techniques are needed for managing discipline. On the other hand, almost half the teachers considered the use of rewards to be moderately effective and the use of punishment only sometimes effective while teaching. Both the learners and educators agreed on the effectiveness of using positive psychology for enhancing learning and improving academic performance. Thus, motivation seems to be a very effective technique that can promote both the criteria tested in this study. The study can also conclude the effectiveness of using Prophetic teaching methodologies in the classrooms since a majority of the learners favored the use of the chosen techniques. Teachers also agreed that certain techniques such as demonstration, storytelling, and question-and-answer methods are very effective in enhancing the learning and attention of students. Therefore, it can be

---

[1] https://sunnah.com/tirmidhi:1918

----

safely suggested that the student-teacher relationship develops when different teaching techniques as used by the Prophet ﷺ are implemented in the classrooms and this creates an environment conducive to teaching and learning.

REFERENCES

Alterio, M. (2002). Using storytelling to enhance student learning. Higher Education Academy, 5.

Arigbo, P. O., & Adeogun, T. F. (2018). Effect of Punishment on Students Academic Performance: An Empirical Study of Secondary School Students in Ikwuano, Abia State, Nigeria. International Journal of Applied Research and Technology, 7(10), 52-58.

Ausubel, D.P., Novak, J.D., & Hanesian, H. (1978). Educational psychology: A cognitive view (2nd ed.). New York: Holt, Rinehart and Winston.

Baranek, L. K. (1996). The effect of rewards and motivation on student achievement (Doctoral dissertation, Grand Valley State University).

Basheer, A., Hugerat, M., Kortam, N., & Hofstein, A. (2016). The effectiveness of teachers' use of demonstrations for enhancing students' understanding of and attitudes to learning the oxidation-reduction concept. Eurasia Journal of Mathematics, Science and Technology Education, 13(3), 555-570.

Bénabou, R., & Tirole, J. (2003). Intrinsic and extrinsic motivation. The review of economic studies, 70(3), 489-520.

Caffyn, R. E. (1987). Rewards and Punishments in Schools: A study of their effectiveness as perceived by secondary school pupils and their teachers. School Psychology International, 8(2-3), 85-94.

Canter, L. (2000). Assertive discipline (3rd ed.). London: John Wiley and Sons.

Chin, C., & Osborne, J. (2008). Students' questions: a potential resource for teaching and learning science. Studies in science education, 44(1), 1-39.

Costică, S. E. (2014). About rules, punishments and rewards in education. Procedia-Social and Behavioral Sciences, 112, 1160-1166.

Elbla, A. I. F. (2012). Is punishment (corporal or verbal) an effective means of discipline in schools?: Case study of two basic schools in Greater Khartoum/Sudan. Procedia-Social and Behavioral Sciences, 69, 1656-1663.

Farmer, A. (1990). Story-telling in History. Teaching History, (58), 17-23.

Giridharan, K., & Raju, R. (2016). Impact of teaching strategies: demonstration and lecture strategies and impact of teacher effect on academic achievement in engineering education. International Journal of Educational Sciences, 14(3), 174-186.

Good, T. L., & Brophy, J. E. (2003). Looking in classrooms (9th ed.). Boston: Allyn & Bacon.

Gordon, J. (2003). One to one teaching and feedback. BMJ, 326(7388), 543-545.

Hogan, K. Pressley M, & Muthoga, G. (1997). Scaffolding Student Learning: Instructional Approaches and Issues (Advances in Learning & Teaching), Brookline Books, Massachusetts.

Holliday, W. (1980). Using Visuals to Teach Concepts. Science and Children, 17(7), 9-10.

Isbell, R. T. (2002). Telling and Retelling Stories: Learning Language and Literacy. Supporting Language Learning. Young children, 57(2), 26-30.

Khaliq, A., Douna, M. S. R., & Ahsan, M. (2016). Role of Reinforcement or Punishment in Learning English Language: A Study at Secondary Level in Southern Punjab Pakistan. International Journal of Business and Social Science, 7(8), 137-146.

Kilimci, S. (2009). Teachers' Perceptions on Corporal Punishment as a Method of Discipline in Elementary Schools. Journal of International Social Research, 2(8), 242-251.

Kirsch, C. (2016). Using storytelling to teach vocabulary in language lessons: Does it work?. The Language Learning Journal, 44(1), 33-51.

Laird, L. (2015). Empathy in the classroom: can music bring us more in tune with one another?. Music Educators Journal, 101(4), 56-61.

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the overjustification hypothesis. Journal of Personality and social Psychology, 28(1), 129.

Mallan, K. (1996). Storytelling and rural areas (SARA): Making links between home and school. Australasian Journal of Early Childhood, 21(1), 1-5.

Mcleod, S. (2018). Simply Psychology. Retrieved January 18, 2020, from simplypsychology.org: https://www.simplypsychology.org/maslow.html

Moberly, D. A., Waddle, J. L., & Duff, R. E. (2005). The use of rewards and punishment in early childhood classrooms. Journal of Early Childhood Teacher Education, 25(4), 359-366.

Montgomery, J. W. (2003). Working memory and comprehension in children with specific language impairment: What we know so far. Journal of communication disorders, 36(3), 221-231.

Naveh-Benjamin, M., & Jonides, J. (1984). Maintenance rehearsal: A two-component analysis. Journal of Experimental Psychology: Learning, Memory, and Cognition, 10, 369–385.

Naz, A., Khan, W., Khan, Q., Daraz, U., & Mujtaba, B. G. (2013). Teacher's questioning effects on students' communication in classroom performance. Journal of Education and Practice" [Pakistan], 4(7), 148-159.

Njeru, E. K. (2012). An investigation of the effectiveness of rewards and punishment in promoting discipline in preschools in Chogoria Zone, Maara District of Eastern Kenya (Doctoral dissertation, University of Nairobi, Kenya).

Sak, İ. T., Sak, R., & Çiçek, B. K. (2016). The Persistence of Reward and Punishment in Preschool Classrooms. Journal of Educational & Instructional Studies in the World, 6(3), 55-63.

Sato, Y., & Mineshima, K. (2015). How diagrams can support syllogistic reasoning: an experimental study. Journal of Logic, Language and Information, 24(4), 409-455.

Warren, C. A. (2015). Scale of teacher empathy for African American males (S-TEAAM): Measuring teacher conceptions and the application of empathy in multicultural classroom settings. Journal of Negro Education, 84(2), 154-174.