

Effectiveness Of Reward As A Modifier On Students Behavior At Primary Level

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Abstract

The effects of reward system on student of Chak Shahzad performance and there learning behavior at primary level were explored in this study. The incentive Theory was used in this investigation. This theory is critical to comprehend a student's performance and learning behavior. In this study descriptive research method was selected. The influence of the reward system on students' performance was investigated using questionnaires. A total of 200 students were chosen as a sample from Windsor International school Chak shahzad, Islamabad. This study's findings showed that a student's reward system significantly affects their performance at the elementary level. Moreover, this study provided a substantial contribution to understanding the links between reward systems and primary school students' performance and learning processes at primary level. It is recommended that a university- level study be done to determine the elements influencing students' psychological well-being measure in order to improve their academic success.

Keywords: Reinforcement, Positive and Negative Reinforcement, Stimulus, Achievement, Performance and Strategies.

I. Introduction

Prizes are usually awarded in the hopes of increasing that important student motivation because poor performance of students is sometimes related to a lack of desire. Learning difficulties are usually present in unmotivated students because they perceive education as a series of failures (Tayo, 2007). It is commonly observed of all these students that "if they worked harder, they will do higher on examinations, take more chances, and achieve greater results."

Rewards sometimes have the opposite of what is expected when they are given. High levels of achievement are attained by students who are highly motivated. As a result, teachers receive rewards instead of students. are important level of nation who spread knowledge all over the world and who continuously need to teach students how to be naturally motivated.

School attendance, academic achievement, and social activities are just a few areas where student motivation plays a role. In particularly, given the current educational system's ongoing requirements on schools to improve test scores, responsibility, and

accountability, highest level of student motivation should be encouraged by each and every teacher in grades K–12.

Students with learning difficulties face even more problems when they join schools. Children with learning difficulties can give the impression that they are the most motivated of all children because they may difficulty with even the most basic tasks given by teachers, going to significant effort to cover up their weaknesses. Effective teachers threaten their students with rewards as a result of these constraints: stickers for good behaviour, chocolates for finishing homework, and food for passing in assignments. Grades are the most usually awarded reward out of all the ones (Dad, 2010). However, these excellent goals miss the mark despite their best efforts. When prizes are provided, children do not consider themselves as in control of their learning; when rewards are not there, they approach and complete tasks differently, and their work is perceived as less creative (Baranek, 1996).

Children in particularly struggle to understand the relationship between their actions and the outcomes they receive. Kids who suffer in school adopt barriers

to keep themselves comfortable, which makes them lack interested in studying. Rather than prizes, students should receive instruction that focuses on their intrinsic motivation (Bowen, 1995). Considering learning about the student's interests a need as compared to a reward should be a common goal. In the classroom, students who are encouraged to perceive themselves as responsible individuals are more likely to take chances and achieve higher scores. In fact, pupils who feel they have greater control over their education have higher self-esteem (Ryan, 1986).

Teachers need to receive training on how to motivate students in a genuine way rather than by promising them the next external reward. The most important aspects are creating a self-contained learning environment and helping pupils to see themselves as decision-makers (Gunaretnam, 2021).

The major goal of this study is to see how effective reward is as a behavior modification for pupils (DECHARMS, 1972). All teachers and students are important to the educational process. Teachers are the builders and architects of the nation, while students are the building blocks. Effective learning can only be accomplished if teachers and students have a positive relationship. As shown in a latest report in the journal of Psychological science by Cornell researchers Kaitlin Woolley and Eyelet Fish Bach, participants who got instant, People who received regular rewards for completing simple tasks showed more passion and interest in their work than those who only received late awards at the conclusion of a lengthy assignment (Woolley, 2018).

However, they found that the same people remained motivated and engaged in their work even after the rewards were stopped, showing a long-term good in managing between rewards and performance, especially when regular rewards were given early in their workload. Three approaches—cognitive, social, and humanistic—are used to explain the idea of learning. According to Skinner, operant conditioning is a type of learning in which a behavior's outcomes change the likelihood that it will occur; for instance, a reward depends on how an individual responds. (Halonon, 1996). In comparison to skimmers, operant conditioning uses the incentive-learning link to explain learning. It is impossible to emphasize the role that motivation plays in learning. The research amply supports the relationship between motivation and success (Morin, 2017)

1.1. Statement of the Problem

The teachers at these schools frequently lack the motivation to help students with learning problems, and that's why they come with poor results in their academic exams. Their behavior may be modified by rewarding them with the intrinsic motivation in the classroom.

1.2. The study's objectives

The study's main goals are:

To evaluate which primary school rewards are effective and ineffective.

To evaluate how students' and teachers' attitudes on the use of rewards different.

To give guidance for primary-level reward strategies that work.

1.3. Significance of the study

The study's conclusions are helpful for teacher-training programs. to develop teacher's attitude and values for reward practices at primary level. This study aims to provide set of pedagogical strategies that promote rewards at the primary school level.

The researcher looked into the significance of rewards in learning results and success, how intrinsic motivation impacts student performance, how to encourage students, and how to motivate students with learning disabilities.

1.4. Research questions

Are reward practices at primary level school effective enough to modify students' behavior in the classroom? What are the effective and ineffective ways of rewards practiced at primary school? What are the beliefs of students regarding the reward practices held in the classroom?

2. Literature review

The importance of education is undeniable. Education is understanding how minimize one's abilities. human being is not a human being in the proper sense until he is educated there are two main arguments for the necessary of education education, human mind training is incomplete.

Education develops a man's ability to think clearly. It instructs man on how to think and make decisions (dad, 2010). The principal explanation for education's relevance is that only via education is man allowed to collect knowledge from an outside world, acquainted himself with past history, and obtain all required information about the current. Man is as if he is in a sealed space without education, while he is in a room with all of its windows open to outside the world with education (PHELPS, 1997)

This is due to the high value that Islam places on knowledge and education. When the Holy Quran was initially revealed, the first verse's first word was 'Iqra,' which means read. As a result, education is the beginning point for all human endeavors (Khattak, 218).

Education should strive to produce a balanced evolution of a man's full personality by teaching his spirits, intellect logical self, emotional state, and bodily sense. Therefore, education need to be motivating. All elements of man's growth, including the moral, intellectual, creative, physical, scientific, and linguistic ones, should aim for goodness and perfection. Through Muslim education, people, groups, and humanity as a whole can come to complete obedience to Allah. (Rumfola, 2022).

The following examples demonstrate how valuable and fulfilling is the information. "He who obtains wisdom obtains a large portion." "If somebody is on his road in search of knowledge, God makes the path to Paradise easy for him" (Pintel, -2006).

2.1. Theoretical Framework

The Researcher applied "Incentive theory of Human development by Kohlberg (1958)" to further support the argument. This theory suggests that the need for an external reward frequently motivates our behaviour. The incentive theory, one of the major theories of motivation, argues that the demand for reinforcement of rewards motivates behaviour (Bowey, 1993).

You surely recognize a few times when the prospect of a reward or punishment had a direct impact on your behaviour. Maybe you worked hard to study for a test to get a good ranking ran a marathon to draw attention, or to obtain a promotion, changed jobs. An inducement to acquire anything in return for your efforts influenced all of these activities. Similarly, if we apply that theory on students and provide them

incentives or rewards then it will have very positive effects on their behavior (ralay., 2000).

The significance of education in economic development cannot be denied. The importance of education as a major factor in economic development was shown by economic research over the past four decades. Education is the process of improving a person's or a workforce's human skills and knowledge. Economic progress needs both a qualitative improvement in the type of education provided and a quantitative increase in the number of educational possibilities (Komenan, 2009).

3. Research Methodology

In this research the Quantitative as well as qualitative method has been used. However, survey has been conducted to facilitate the research in Windsor international school Chak shahzad. In that school 200 students took as sample and doing experiments' by asking question them.

3.1. Study design

Descriptive research was used by the researcher. Information is acquired in descriptive research to address major concerns the study's subject's current situation.

Descriptive studies are typically focused on assessing attitudes, opinions, and demographic data. There are two basic reasons why descriptive research is beneficial.

Descriptive research studies account for a large portion of published research studies. The descriptive technique can be used to research a wide range of educational issues.

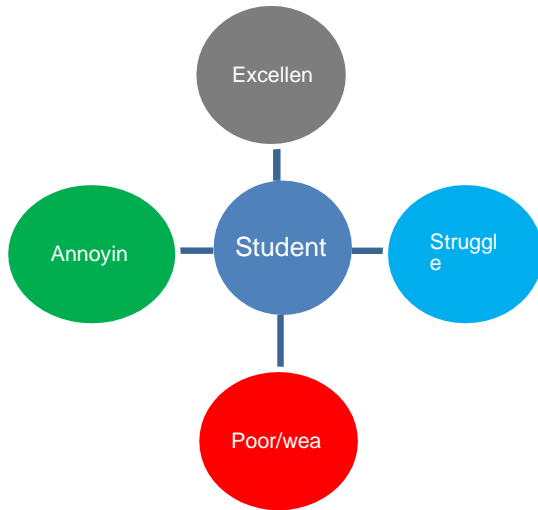
3.2. Population

Students at the primary level in Islamabad were the target of the study.

3.3. Sample

In this study we used a sample of 200 respondents from Windsor International School Chak

shahzad, Islamabad.



3.4. Instrument

In this research study, the researcher used questionnaire as an instrument. The questionnaire consisted of 25 items related to the effectiveness of reward as modifiers on students learning behavior at primary level. The questions were construed at 5-point scale. All questions were closed ended.

The subject received promises that the data would be kept a secret and confidential while the research study was exposed.

3.5. Research Tool

The researcher created the questionnaire for this investigation. The questionnaire's initial section asked for general information about the respondents. With

questions about age, gender, experience, qualification, and type of school. The second section looked into research on motivation and reward systems.

3.6. Results and discussion

In this section the researcher presented and discussed the statistical analysis of the study of 200 students of Windsor International School Chak shahzad, Islamabad. The students which are different from each other in adopting knowledge. It categorizes in four categories

In this research the students which distribute among the four categories on the behalf of their behavior, performances and caliber in learning tutelage. The excellent students are those who quickly learn their work and perform pleadingly. The other category students are struggle learner they are slow but try to learn they gave few efforts to understand. Third category students came in line poor performance or weak students in learning. These students take myriad time to making their better (Kennedy, 2013). Last category in which the annoying type students came. They always came against. they did not do any work which were to given. In spite of the fact that it might conflict with all your driving forces, incline in and listen to them. Put your hand on your jaw, look at them without flinching, and view their interests in a serious way

STUDENTS	
Excellent students	45%
Struggle students	55%
Poor or weak student	65%
Annoying student	35%

4. Data collection

The data was collected from the students. Assent of ~~parents~~ was made obligatory and the gathered information just came from the people who were able to share their view points on the research.

3.1. Data Analysis

The investigation and analysis from the 200 students survey review reflects the students' performance in learning and which thing could adopt to improve them in tutelage process.

3.2. Results

Table 1

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning	Excellent	4.5%	5%	4.9%	70%	85%
	Poor/weak	20%	25%	50%	45%	45%
	Struggle	10%	12%	28%	35%	40%
	Annoying	85%	80%	45%	25%	30%

According to this survey 80 per cent students who take to show interest and raise their participation in the everyday classroom tasks responsibly and

learning. However, the annoying students going inversely. They did not participate in any curriculum activity.

Table 2

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Rewarding students encourages and endorses school effort.	Excellent	4.5%	5%	20%	70%	85%
	Poor/weak	2.5%	8%	10%	60%	75%
	Struggle	1.5%	6%	15%	66%	70%
	Annoying	16%	20%	12%	58%	78%

The annoying students would take participation in the learning and pay full intention to study when

someone encourages their efficiencies vice versa. The other categories showing their interest.

Table 3

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Every school need to employ	Excellent	8%	9%	12%	61%	72%
	Poor/weak	2%	8%	20%	%	75%

techniques that promote the growth of intrinsic motivation..	Struggle	1.5%	6%	15%	66%	70%
	Annoying	4%	6%	15%	58%	78%

As indicated by the review, over 70% of the student's consent to the way that intrinsic motivation is one of the

significant issues looked while utilizing in the strategies adopting to given the lesson to student in tutelage.

Table 4

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
cultural differences	Excellent	8%	3%	12%	61%	72%
effects in students learning	Poor/weak	0.5%	1%	8%	68%	85%
	Struggle	11%	9%	13%	70%	40%
	Annoying	2%	7%	13%	82%	88%

As indicated by the study, over the majority strongly agree that the culture difference create huge distraction in the mind of students. The poor

class students take hefty time make stronger as compare to the richly one.

Table 5

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Pick a Critical Thinking Approach over Discipline	Excellent	10%	9.5%	18%	61%	72%
	Poor/weak	14%	13%	25%	68%	85%
	Struggle	11%	15%	27%	70%	40%
	Annoying	40%	59%	50%	67%	54%

A contention with irritating understudies can't be tied in with winning. As an instructor, it is not difficult to rebuff and feel that you have made the best choice. Be that as it may, discipline isn't consistently the correct method for pivoting rowdiness. Despite what might be expected, it can additionally expand the issue. An understudy can't rebuff you, yet the individual can continue to disturb you with a similar conduct. That

occurs assuming you take the street of discipline.

Rather than rebuffing, introduce yourself as an issue solver. Ask your understudy, why the person is acting that way. Likewise, introduce yourself as an answer. Say that you are there for themselves and you need to assist them with adjusting their getting into mischief propensities.

Table 6

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students who are motivated by extrinsic factors complete activities in Order to Receive an external reward.	Excellent	1%	5.6%	11%	61%	62%
	Poor/weak	20%	30%	5%	25%	45%
	Struggle students	14%	11%	21%	20%	50%
	Annoying	10%	21%	23%	44%	54%

According to this research many students who agree that Understudies who are inspired by extraneous variables complete exercises to get an outer award.

But few of them were disagree to saying that it's no with us Understudies who are inspired by extraneous variables complete exercises to get an outer award

Table 7

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Engage in multi-sensory activities are useful for the students.	Excellent	2%	6%	40%	61%	62%
	Poor/weak	0.5%	5%	28%	25%	45%
	Struggle students	0%	0.5%	15%	60%	80%
	Annoying	21%	23%	25%	43%	44%

Multi sensory instructing is powerful for all students; however, it is particularly helpful for battling peruses. The objective is to observe every understudy's learning assets and connect with those qualities to present new data. Rather than

enlightening an understudy regarding a specific idea, multi sensory exercises permitan understudy to encounter the idea. Taking part in techniques and exercises that join each of the faculties can assist understudies with seeing new data in manners that turn out best for them (Dr. Gulap Shahzada, 2017).

Table 8

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Is involvement of parents being effects in study process	Excellent	0%	0.5%	11%	70%	62%
	Poor/weak	0.5%	0%	25%	80%	80%
	Struggle students	0%	2%	18%	65%	70%
	Annoying	0%	3%	29%	59%	68%

The contribution of guardians in a striving kid's schooling can improve things greatly. One method for including guardians and keep them educated regarding their youngster's proficiency improvement is to offer ways of building up recently mastered abilities at home. Many guardians can feel scared by broadening their kid's

learning, so ponder giving guardians perusing methodologies that can make at-home understanding fun, for example, the youngster retelling sections in the most natural sounding way for them as the parent peruses a book so anyone might hear. The per cent ratio is agreed and strongly agree that the involvement of parents effects in study process.

Table 9

Question	Students Categories	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Impact of Acclaim exertion over performance	Excellent	2%	0.8%	4%	76%	62%
	Poor/weak	0%	2%	6%	82%	78%
	Struggle students	0%	6%	1%	92%	95%
	Annoying	0%	0%	8%	90%	98%

Although children who struggle with learning may not always get high scores, if they put forth any effort, it should be recognized. Teachers may select to focus on a student's approach to the assignment or review

strategy. Did they make help notes, do studies, work on air movement, or think about feedback from previous assignments? No matter the ratings or grades, it may take a lot of confidence to try a different strategy, so it's

important to keep your hand on them.

4. Conclusion

Thus, the findings of the study validated the positive association between these two variables and the impact of the Reward System on students learning behavior. The results of the study showed a high interaction between the dependent variable and the independent variable (reward system) (students' learning behaviour), indicating a strong direct and positive relationship between the two variables. As a result, incentives are critical in motivating students and enhancing their performance. Hence, students must be rewarded in order to motivate and enhance their performance. As a result, schools should have the instruments for attracting students at primary level and achieving high standards. Internal motivation is a type of motivation that emerges from an individual's own sentiments, such as a sense of being respected. As a result, efforts to enhance a positive learning environment in the classroom should be appreciated. In order to penetrate into this potentially strong motivational tool, organizations around the world have established a variety of techniques for awarding students at primary level. It can also be inferred from the results that awards influence students' performance in a variety of ways, and as a result rewards inspire internal spirit of students, enhance their efficiency, and raise their learning and competitiveness

6. Recommendations

It is recommended that a university-level study be done to determine the elements influencing students' psychological well-being utilizing Kohlberg psychological well-being measure in order to improve their academic success.

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