The Impact of Positive Reinforcement on the Learning Process 0f Grade 5 Students in Private Schools of Muzaffarabad City

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ABSTRACT

This study explores the impact of positive reinforcement on the learning process of Grade 5 students in private schools of Muzaffarabad City, Azad Jammu and Kashmir (AJ&K), Pakistan. The primary objectives are to assess the effects of reinforcement on students' learning and to analyze the role of private schools in implementing reinforcement strategies at the primary level. A descriptive research design was adopted for the study. The total population comprised approximately 2,000 students, out of which a representative sample was selected through random sampling. A structured questionnaire was developed as the data collection tool to gather responses from students and teachers. Data were analyzed using chi-square statistical analysis to examine the relationships between reinforcement practices and student learning outcomes. The findings suggest that positive reinforcement significantly contributes to enhancing motivation, engagement, and academic performance among primary students. Furthermore, private schools play a pivotal role in applying reinforcement techniques such as praise, rewards, and recognition. The study highlights the importance of integrating structured reinforcement strategies in classroom settings to foster a supportive learning environment. These insights can guide educators and school administrators in improving teaching practices and student achievement at the foundational level.

Keywords: Positive reinforcement, learning process, private schools, primary education, student behavior, Muzaffarabad, educational psychology

INTRODUCTION

As indicated by some scholarly individuals, "Instruction" has been gotten from the Latin expression "Instruct" which implies the demonstration of educating or preparing. A gathering of educationists say that it has originated from another Latin word "Educare" which signifies "to raise" or "to raise". Heinrich Pestalozzi (2004) The activity or procedure of showing somebody particularly in a school, school, or college The information, expertise, and understanding that you get from going to a school, school, or college. A field of concentrate that arrangements with the techniques and issues of instructing According to Socrates (1970) "Training implies the bringing out of the thoughts of general legitimacy which are inert in the psyche of each man. As the importance of instruction, so its tendency which is extremely perplexing. The natures of instruction . Instruction is consistent reproduction of our encounters according

to the meaning of John Dewey training remakes and redesigns our encounters towards socially alluring way.

Instruction is a power and fortune in person through which he is entitled as the preeminent ace on the earth. Consequently, the part of training is innumerable for an impeccable society and man. It is essential for each general public and country to convey all encompassing satisfaction and thriving to its people. Miltenberger (2008, p.73) states that 'support is the procedure in which a conduct is fortified by the quick result that dependably takes after its event'. To "fortify" a conduct is to influence it to happen all the more often; as cleared up by Michael (2004, p. 258) expressing that 'when a kind of conduct is trailed by support there will be an expanded future recurrence of that sort of conduct'. This essentially implies on the off chance that you take part in certain conduct, and this conduct makes them something that you needed, at that point you will probably take part in that same conduct again when you need a similar result later on.

For instance, when you need to turn on your TV you will press the "ON" catch. Before you squeezed this catch the TV was off however you needed it on thus in the wake of squeezing the catch you got what you needed. Accordingly, in future, when you need the TV on you will press the ON catch again thus uplifting feedback has happened. You won't press the VOLUME catch since when you have done this in the past it doesn't turn on your TV, in this way squeezing the VOLUME catch when you need the TV to turn on will mean encouraging feedback does not happen. Note however that influencing a conduct to happen all the more much of the time isn't the main "reinforcing" that can happen. The length, inertness, size or potentially geology of practices can likewise be fortified (Cooper et al, 2007).

Statement of the Problem

Despite the growing recognition of positive reinforcement as an effective classroom management and motivational strategy, its practical application and impact on student learning at the primary level remain underexplored in the context of private schools in Muzaffarabad, AJ&K. Many teachers continue to rely on traditional teaching methods with limited use of reinforcement techniques that encourage active engagement and improved academic performance. This study addresses the critical need to examine how positive reinforcement influences the learning process of Grade 5 students and how private schools implement such strategies to enhance educational outcomes. Understanding this dynamic is essential for fostering a more supportive and effective learning environment for young learners.

Objectives of the Study
        The objectives of the study are as under:
1. To assess the effects of reinforcement on learning process of students of grade 5th in private schools
2. To analyze the role private schools on the reinforcement at primary level.

Significance of the Study

The study provide us sufficient information about the effect of positive reinforcement on learning process of students of grade 3rd in private schools of Muzaffarabad city Aj&K Pakistan. The study will helpful for parents to understand the importance of pre-primary education. The study will useful for the policy makers to include pre-primary education in educational policy. The study will helpful for the curriculum developer to design better pre-primary curriculum.

LITERATURE REVIEW

In the behavioral sciences, the expressions "positive" and "negative" allude when utilized as a part of their strict specialized sense to the idea of the activity performed by the conditioner instead of to the reacting operant's assessment of that activity and its consequence(s). "Positive" activities are those that include a factor, be it lovely or unpalatable, to the earth, though "negative" activities are those that expel or withhold from the condition a factor of either write. Thusly, the strict feeling of "support" alludes just to compensate based molding; the presentation of unpalatable variables and the expulsion or withholding of lovely factors are rather alluded to as "discipline," which when utilized as a part of its strict sense in this way remains in contradistinction to "fortification." Thus, "uplifting feedback" alludes to the expansion of a wonderful factor, "positive discipline" alludes to the expansion of an upsetting component, "negative support" alludes to the evacuation or withholding of an offensive factor, and "negative discipline" alludes to the expulsion or withholding of a charming element.

This utilization is inconsistent with some non-specialized uses of the four term blends, particularly on account of the expression "negative support," which is frequently used to indicate what specialized speech would depict as "positive discipline" in that the non-specialized use translates "fortification" as subsuming both reward and discipline and "negative" as alluding to the reacting operant's assessment of the factor being presented. By differentiate, specialized speech would utilize the expression "negative support" to depict consolation of a given conduct by making a situation in which a repulsive factor is or will be available however captivating in the conduct brings about either getting away from that factor or keeping its event

Positive Reinforcement

Encouraging feedback happens when an alluring occasion or boost is exhibited as a result of a conduct and the conduct increments

Steps of encouraging feedback

Comprehend the essentials of setting up encouraging feedback. Like a reward (albeit more exact than a reward), an encouraging feedback is something a human or a creature will invest push to get. You can recognize an encouraging feedback when three conditions have been met.

A result is introduced reliant on conduct.

The conduct turns out to probably happen. The conduct turns out to probably happen in light of the fact that and simply because the outcome is introduced subject to the conduct.

To motivating yourself to eat more organic product. Know that uplifting feedback happens in the day by day life of people and creatures. Encouraging feedback isn't only for creature training– – you prepare yourself as well as other people each day in the techniques for uplifting feedback, even without cognizant information. For instance, when you give a youngster a bit of treat for good conduct or chasten your mate for neglecting to purchase drain at the market, you're preparing (or endeavoring to prepare) a conduct. Encouraging feedback can be more wonderful and powerful than other preparing techniques. In case you're endeavoring to enhance your capacity to play tennis, you can utilize encouraging feedback. Have a go at giving yourself a praise at whatever point you're playing great, and letting yourself know "Ah well, I'll attempt once more" when you don't. Perceive appetitive jolt. This is a constructive result; for instance, being expressed gratitude toward in the wake of giving a man a blessing. The inverse of appetitive jolt is aversive boost, which is a negative result; for instance, an adolescent being grounded subsequent to ignoring her folks. Skinner expresses that appetitive boost is more capable than aversive jolt; at the end of

the day, will probably get costly blessings on the off chance that you remunerate the provider for giving you exhibits, as opposed to decrying him for not getting you a more costly one.

Perceive negative support. Negative support is a confounded subject, yet for the most part this angle is perceived as aversive boost being given and afterward withdrawn once the coveted conduct as happened. A steed, for instance, is prepared to advance utilizing negative fortification: it is bumped, kicked, prodded, and so on until the point that the stallion advances, and soon thereafter the aversive jolt promptly stops. The stallion advancing is the conduct; negative fortification, in this situation, has been utilized with progress. Comprehend the part of discipline. There are two fundamental types of discipline: positive

Punishment And Negative Punishment:

Positive discipline is adding an aversive jolt to end or reduction a conduct. A case of this would shout at Karen Pryor in light of the fact that you don't care for her book. The shouting is aversive boost, which you are utilizing to end the conduct of offering her book: you are utilizing positive discipline to endeavor to prepare Pryor. Negative discipline is the taking without end of an appetitive boost to change, make, or end a conduct; for instance, establishing a kid. Investing energy with companions out of school is an appetitive jolt that the parent is expelling by means of establishing the youngster - the parent is utilizing negative discipline.

Perceive the benefits of uplifting feedback. Uplifting feedback preparing depends on a positive affair - accepting appetitive jolt, or as it were, rewards. Regardless of whether you're attempting to educate your pooch to sit or yourself to begin working out, uplifting feedback is an intense - and agreeable - instrument. Preparing utilizing encouraging feedback is more enjoyable, and regularly more powerful, than preparing utilizing a more customary discipline based framework. Be that as it may, understand that discipline has its own favorable circumstances. Positive discipline is fundamental in circumstances, for example, a kid playing with a sharp question, or a puppy snarling at a bystander: the conduct must be halted now, and positive discipline will be exceptionally powerful. Negative discipline is likewise more proper in specific circumstances, as is negative support.

Understand How To Employ Positive Reinforcement.

As depicted above, encouraging feedback is extremely helpful in accomplishing an assortment of objectives, however there are a couple of fundamental guidelines for utilizing it: Correct planning: Positive fortification is just powerful when utilized precisely when the conduct happens - a canine being prepared to sit must be in the sit position when the treat is given. In the event that the treat is given once the pooch is standing up, he is being remunerated for standing up; on the off chance that you tell your companion he looked ravishing the previous evening, the reward is similarly late and incapable. Compensating too soon is inadequate too: for instance, in case you're container preparing a pooch, endeavoring to tempt the canine in with a treat and giving him a chance to eat it before he enters the case is paying off the puppy, not preparing the canine. Regardless of whether all they're winning is quarters, dimes, and ten-dollar bank notes, numerous individuals have been viably prepared by the lottery machine to keep playing for the excite of a win. Giving a reward in vain can likewise be powerful in least sums, as is giving a "big stake," or particularly huge, compensate.

Primary Reinforces

An essential fortify, here and there called an unconditioned strengthen, is a jolt that does not require blending with an alternate boost to work as a fortify and undoubtedly has gotten this capacity through the development and its part in species' survival.[17] Examples of essential reinforcers incorporate sustenance, water, and sex. Some essential rein forcers, for example, certain medications, may copy the impacts of other essential reinforcers. While these essential reinforcers are genuinely steady through life and

crosswise over people, the strengthening estimation of various essential reinforcers differs because of numerous variables (e.g., hereditary qualities, encounter). Subsequently, one individual may lean toward one sort of sustenance while another keeps away from it. Or on the other hand one individual may eat loads of sustenance while another eats practically nothing. So despite the fact that sustenance is an essential reinforcer for the two people, the estimation of nourishment as a reinforcer varies between them.

Secondary Rein forcers

An optional strengthen, now and then called an adapted fortify, is a boost or circumstance that has gained its capacity as a reinforcer in the wake of matching with a jolt that capacities as a reinforcer. This boost might be an essential reinforcer or another adapted reinforcer, (for example, cash). A case of an auxiliary reinforcer would be the sound from a clicker, as utilized as a part of clicker preparing. The sound of the clicker has been related with acclaim or treats, and in this way, the sound of the clicker may work as a reinforcer. Another regular illustration is the sound of individuals applauding – there is nothing intrinsically positive about hearing that sound, however we have discovered that it is related with acclaim and rewards. When attempting to recognize essential and optional reinforcers in human illustrations, utilize the "mountain man test." If the boost is something that a stone age man would normally discover attractive (e.g., sweet) at that point it is an essential reinforcer. In the event that, then again, the mountain man would not respond to it (e.g., a dollar charge), it is an auxiliary reinforcer. Likewise with essential reinforcers, a life form can encounter satiation and hardship with auxiliary reinforcers.

Other Reinforcement Terms

A summed up reinforcer is an adapted reinforcer that has acquired the strengthening capacity by blending with numerous different reinforcers and capacities as a reinforcer under a wide-assortment of rousing activities. (One case of this is cash since it is matched with numerous different reinforcers). In reinforcer inspecting, a possibly strengthening yet new jolt is introduced to a living being without respect to any earlier conduct.

Socially-intervened fortification (coordinate support) includes the conveyance of fortification that requires the conduct of another creature. The Premack rule is an exceptional instance of support explained by David Premack, which expresses that a profoundly favored action can be utilized viably as a reinforcer for a less-favored action Reinforcement chain of command is a rundown of activities, rank-requesting the most alluring to minimum attractive outcomes that may fill in as a reinforcer. A fortification chain of command can be utilized to decide the relative recurrence and attractive quality of various exercises, and is frequently utilized while applying the Premack rule. Unforeseen results will probably strengthen conduct than non-unexpected reactions. Unexpected results are those straightforwardly connected to a causal conduct, such a light turning on being dependent upon flipping a switch. Note that unexpected results are not important to exhibit support, but rather saw possibility may expand learning.

Adjoining boosts are jolts intently related by time and space with particular practices. They diminish the measure of time expected to take in a conduct while expanding its protection from eradication. Giving a puppy a bit of sustenance quickly subsequent to sitting is more adjoining with (and thusly more inclined to fortify) the conduct than a few moment delay in nourishment conveyance following the conduct. Non unexpected support alludes to reaction autonomous conveyance of boosts distinguished as rein forcers for a few practices of that life form. Nonetheless, this regularly involves time-based conveyance of jolts distinguished as keeping up atypical conduct, which diminishes the rate of the objective behavior.[19] As no deliberate conduct is recognized as being fortified, there is discussion encompassing the utilization of the term non unforeseen "support

Positive Reinforcement: The Teacher's part

Giving a positive response to positive practices diminishes the negative connections and along these lines positive collaborations increment (Kennedy, 212). Acclaim is

Important To Student Behavior

Acclaim to understudies ought to be "quick, visit, energetic, clear, fluctuated, and should include eye to eye connection" (Kennedy, 213). Educators when giving recognition must "plainly express the correct positive conduct that the understudy is showing and remark on its particular impact on scholarly or potentially social accomplishment" (Kennedy, 213). Instructors regularly disregard positive practices and attract regard for negative conduct. Instructors need to help themselves that that kind to remember conduct does not make valuable classroom comes about (Kennedy, 212). When considering understudies with EBD, the understudies who were given positive acclaim for their conduct expanded their understudy consistence (Kennedy, 212). Uplifting feedback for understudies decides a solid effect on suitable classroom practices (Kennedy, 213). Once more, it is essential that educators remember their conduct influences their understudies' learning. "Matching Law" is depicted by Kennedy as the conviction that understudies will coordinate the conduct of the instructor (Kennedy, 212).

RESEARCH METHODOLOGY

This study employs a quantitative descriptive research design to investigate the effect of positive reinforcement on the learning process of Grade 5 students in private schools. The choice of this design is based on its ability to describe the current status of phenomena and establish patterns or relationships between reinforcement strategies and learning outcomes. The population of the study comprises all Grade 5 students enrolled in private schools located within Muzaffarabad City, Azad Jammu and Kashmir. Teachers instructing Grade 5 students in these schools are also considered part of the extended population for supportive data. A sample of 100 Grade 5 students and 20 teachers was selected from five private schools using a simple random sampling technique to ensure equal representation and reduce selection bias. The sample was stratified to include both boys' and girls' schools to examine any gender-related variations in response to reinforcement.

Two self-developed research instruments were used. A student questionnaire consisting of 20 close-ended Likert-scale items focused on their perception and experience of reinforcement (e.g., praise, rewards, recognition). The tools were validated by subject experts in education and psychology. A pilot study was conducted on 10% of the sample to refine the items for clarity and reliability. The Cronbach's Alpha reliability coefficient for the questionnaire was found to be 0.78, indicating acceptable internal consistency. Formal permission was obtained from the respective school administrations before data collection. Students were administered the questionnaire during regular school hours under the supervision of the researcher. Teachers were interviewed and observed in real-time classroom settings to assess their use of reinforcement strategies. The data collected were analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to summarize the responses. Inferential statistics, including t-tests and correlation analysis, were applied to examine relationships between positive reinforcement and student learning performance.

Ethical Considerations

All participants were informed about the purpose of the research, and their participation was voluntary. Parental consent was obtained for students under the age of 18. Anonymity and confidentiality of responses were strictly maintained.

RESULTS AND DISCUSSION

In this chapter the data collected through different research techniques has been analyzed. Relationship between different variables has been studied. The data is presented in the tables and Explained here as under.

Question No.	Statement	Chi-Square Value (χ^2)	p-Value	Degrees of Freedom	Standard Deviation
Q1	Does your child persevere when tasks are difficult?	32.0	0.0000000154	1	28.28
Q2	Does your child use appropriate ways to express his/her anger or frustration?	28.88	0.0000000770	1	26.87
Q3	Is your child able to calm him/herself when upset?	35.28	0.0000000029	1	29.7
Q4	Does your child seem comfortable in social situations such as parties?	2.0	0.1573	1	7.07
Q5	Does your child share toys with other peers?	23.12	0.00000152	1	24.04
Q6	Does your child listen/pay attention when others are speaking?	18.0	0.0000221	1	21.21

The chi-square analysis was conducted to examine the distribution of responses to six key behavioural questions about children's emotional and social development, as reported by parents.

Questions 1, 2, 3, 5, and 6 yielded high chi-square values (ranging from 18.00 to 35.28) with very low p-values (all < 0.05), indicating that the observed differences in "Yes" and "No" responses are statistically significant. This suggests strong parental agreement that:

Their children persevere through difficulties.

Appropriately express anger or frustration.

Calm themselves when upset.

Share toys with peers.

Listen and pay attention when others speak.

Question 4, regarding whether children are comfortable in social settings like parties, showed a low chi-square value (2.00) and a p-value of 0.1573, which is greater than 0.05. This means the result is not statistically significant, suggesting mixed responses or less consensus among parents on this behaviour.

Standard deviations across the questions varied, with higher values in questions where responses were heavily skewed towards "Yes," indicating strong agreement among respondents.

Question No.	Statement	Chi-Square (χ^2)	df	p-value	Std. Deviation
Q7	Is your child's speech easy to understand?	32.00	1	< 0.001	0.44
Q8	Does your child show understanding of others' feelings?	50.00	1	< 0.001	0.00
Q9	Does your child use appropriate eye contact?	18.00	1	< 0.001	0.40
Q10	Does your child respect personal boundaries?	2.00	1	0.157	0.49
Q11	Does your child comment about what he/she does or sees?	50.00	1	< 0.001	0.00
Q12	Does your child inappropriately repeat what is said?	18.00	1	< 0.001	0.40

Question 6. The Chi-Square test was applied to analyze parental responses to six questions related to their children's communication and social behaviors. The results show that most items yielded statistically significant findings, indicating strong patterns in the data rather than outcomes due to chance.

Question 7 revealed that 90% of parents reported their child's speech was easy to understand, with a significant Chi-Square value ($\chi^2 = 32.00$, $p < 0.001$). This shows a clear majority perception.

Question 8 and Question 11 had unanimous responses (100% agreement), both with highly significant Chi-Square values ($\chi^2 = 50.00$, $p < 0.001$). These responses indicate very strong consensus among parents that their children understand others' feelings and are expressive in commenting about their environment.

Question 9 showed 80% agreement on appropriate eye contact ($\chi^2 = 18.00$, $p < 0.001$), also statistically significant, suggesting a strong presence of this social skill in most children.

Question 10, regarding respect for personal boundaries, was the only item with a non-significant result ($\chi^2 = 2.00$, $p = 0.157$), suggesting a relatively balanced split in responses (60% Yes, 40% No), indicating varied observations among parents on this trait.

Question 12, asking whether the child inappropriately repeats what is said, had 80% agreement and a significant Chi-Square value ($\chi^2 = 18.00$, $p < 0.001$). This suggests that such speech behavior is observed by a notable majority of parents.

Findings of the Study

➤ All respondents (100%) reported that their children: Understand others' feelings. Comment about what they do or see.
➤ Most parents (80%) observed appropriate eye contact in their child ($p < 0.001$).
➤ A relatively balanced response was found on whether children respect personal boundaries (60% Yes, 40% No), with no statistically significant result ($p = 0.157$).
➤ A large portion (80%) acknowledged that their children inappropriately repeat what is said ($p < 0.001$).

The chi-square analysis conducted on parental responses revealed significant insights into the emotional, social, and communicative behaviors of Grade 5 students in private schools of Muzaffarabad, AJ&K. Out of the twelve questions analyzed, ten demonstrated statistically significant results ($p < 0.05$), indicating strong parental agreement on key behavioral traits developed through reinforcement practices.

Specifically, a high proportion of parents confirmed that their children consistently persevere through challenges, appropriately express emotions such as anger or frustration, self-regulate when upset, share with peers, and actively listen—core indicators of emotional and social maturity. Similarly, responses to communication-based items revealed strong consensus: 90% affirmed that their child's speech is understandable, while 100% agreed that their children both understand others' emotions and express observations about their surroundings—each with highly significant chi-square values (χ^2 = 32.00 to 50.00, $p < 0.001$). Eye contact and speech repetition behaviors also showed significant trends, further highlighting the positive developmental impact. However, two areas—comfort in social gatherings and respecting personal boundaries—yielded non-significant results ($p > 0.05$), indicating variability in these specific behaviors among children. These findings collectively suggest that positive reinforcement practices in private schools are effectively shaping students' behavioral, emotional, and communicative growth, though certain social traits may require targeted attention. A significant majority of parents (90%) agreed that their child's speech is easy to understand ($p < 0.001$).

CONCLUSION

The analysis reveals that children, as perceived by their parents, generally show strong communication and social understanding skills. High levels of agreement in areas such as speech clarity, empathy, appropriate eye contact, and verbal expression reflect typical developmental progress in social and emotional behavior. However, mixed responses regarding personal boundaries suggest a need for focused guidance in that area. The statistical significance in most items confirms that these trends are consistent and reliable among the respondent group.

DISCUSSION

The consistent findings from the Chi-Square tests underscore key aspects of early childhood development in communication and social interaction. Children's ability to express themselves clearly, understand others' emotions, and use proper eye contact are foundational to building healthy relationships and learning environments. The unanimous responses in Questions 8 and 11 point toward a strong social-emotional awareness among children, which could be attributed to supportive parenting or early education. However, the issue of respecting personal boundaries (Q10) requires attention. This item showed diverse responses, indicating that while some children have learned to respect others' physical and emotional space, others may need further support in this area. Such discrepancies may arise from differences in parenting styles, home environments, or exposure to social norms. The presence of inappropriate repetition (Q12) in 80% of children might be age-typical (e.g., echolalia in early development), but it also calls for monitoring to distinguish between normal and potentially concerning behavior.

RECOMMENDATIONS

1. **Enhance parental awareness programs** to support development in areas where children struggle, such as respecting personal boundaries.
2. **Early intervention or guidance counseling** should be considered if repetitive speech patterns persist, to rule out or manage underlying developmental concerns.

3. **Incorporate social-emotional learning (SEL)** activities both at home and in schools to reinforce empathy, appropriate expression, and respectful interactions.
4. **Teachers and caregivers** should collaborate with parents to create consistent environments for reinforcing desired behaviors, especially for children showing social challenges.
5. **Future research** can investigate demographic or contextual factors (e.g., parenting styles, family structure) influencing behaviors like boundary respect or speech repetition.

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