

Role of positive behavioral interventions to enhance students'
academic performance.

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ABSTRACT

The behavioral issues among students can affect their academic performance. The abnormal behavior of students in classroom affects the academic performance and also reduces their engagement in classroom activities. This research will highlight the how behavioral issues among students can affect their academic performance and also identify that how by adopting positive behavioral interventions like giving incentives, setting routines and positive phrasing the academic performance of students can be enhanced. The Objectives of the Study were; to investigate the role of positive behavioral intervention on students' academic performance inside the classroom, to investigate the role of incentives in enhancing students' academic performance, to identify the role of establishing routines in upgrading students' academic performance and to identify the role of positive phrasing in enhancing students' academic performance. Descriptive research design was used to gather the information through questionnaire. The population of the study was the private schools of sector G-8, Islamabad. Sample of the study was 80 teachers from private schools of sector G-8, Islamabad and random sampling technique was used. Data analysis was done using descriptive statistics through SPSS. On the basis of results of the findings it was recommended that teaching strategies incorporate a structured reward system to encourage students to finish tasks and raise their academic performance as well as teachers may be encouraged to utilize verbal compliments, and written notes of thanks, to enhance students' learning achievements and boost their self-esteem. It may be concentrated on intrinsic motivators such as making learning interesting, relevant, and difficult to maintain students' natural drive to learn. The low use of motivational language may make it more difficult to motivate students so motivational language may be included in written documents such as assignment instructions, feedback on tests, and classroom newsletters, ensuring students continually experience positive messages.

Keywords: Learn, Teaching, Academic, Assignments.

Introduction:

The majority of children exhibit behavioral problems at school. Students fail to acquire essential skills for improvement when educational institutions rely solely on punitive measures. The implementation of positive behavioral techniques in this context is necessary. PBI is a proactive approach employed by educational institutions to enhance safety and promote positive behavior. The primary objective of PBI is prevention rather than punishment. Schools employ it to instruct children in positive behavioral behaviors similar to other subjects. It posits that children can only conform to demands if they are knowledgeable of them.

Students are knowledgeable of the expectations placed upon them during all times throughout the school day, encompassing classroom activities, lunch periods, and bus transportation. Studies demonstrate that this approach enhances student behavior. Fewer confinement and suspensions are administered to students in numerous schools that use it. Moreover, their academic performance is enhanced. Evidence suggests that this method may mitigate bullying. Educational institutions implement positive behavioral interventions to promote appropriate behavior and ensure safety within the school environment. The way pupils act in the classroom is one of these variables. The manner in which the adults in the environment control behavior is another aspect.

Numerous studies have examined how student behavior affects academic performance (Smolleck & Duffy, 2017). The intent of this study is to identify the role of PBI that teachers can use to control behavior in a way that is advantageous to the classroom. Student achievement may suffer from negative or hazardous student behavior (Yusuf, 2017).

In an environment where student conduct is successfully handled, learning outcomes are more likely to be achieved. To assist in controlling student behavior, numerous strategies are employed. A few tactics that were employed in school are implemented by concerning teachers. Positive Behavior Intervention is one complete method to behavior control used in schools. According to Malloy et al. (2018), it is a behavior management strategy that relies on establishing a supportive school climate, dispersing leadership throughout the school, and employing techniques supported by research to assist in controlling student conduct. According on students need, PBIS uses tiers to provide them varying degrees of support and rigor (Malloy et al., 2018).

This method also assists in addressing the emotional and behavioral requirements of every student in the classroom (Malloy et al., 2018). Lastly this strategy enables teachers access to data and research based procedures that will enable them to assess the program's efficacy and identify the requirements of the student. Because behavior has an effect on school achievement, student behavior has become a concern.

There are long term consequences that classroom misbehaviors can have on pupils in addition to their impact on school progress. There is a correlation between misconduct in the classroom and the prevalence of crime, indicating that misbehaving pupils in the classroom have a higher likelihood of becoming adult criminals (Smolleck & Duffy, 2017). Misconduct in the classroom not only affects the students that engage in it, but it also negatively affects the other students present in the classroom. Students that misbehave, according to Smolleck and Duffy (2017), tend to interfere with and distract from the social and emotional wellbeing of their classmates because they lack social and emotional skills. It became clear that action was required to address this wide spread problem in schools due to the serious repercussions of interruptions and misconduct in the classroom. The implementation of Positive Behavior Intervention aimed to tackle the behavioral concerns pertaining to students.

Statement of the problem:

The behavioral issues among students can affect their academic performance. The abnormal behavior of students in classroom affects the academic performance and also reduces their engagement in classroom activities. This research will highlight the behavioral issues among students and its affect on academic performance and also highlight that by adopting positive behavioral interventions like giving incentives, setting routines and positive phrasing the academic performance of students can be enhanced.

Objectives of the study

The objectives of this study are

1. To investigate the role of positive behavioral intervention on students' academic performance inside the classroom.
2. To investigate the role of **incentives** in enhancing students' academic performance.

Research questions

1. What is the role of Positive Behavioral Intervention on student's academic performance?
2. How giving incentives can enhance student's academic performance?

Theoretical framework

When discussing positive behavioral interventions, a reinforcement model usually refers to the utilization of behaviorist concepts, namely Operant Conditioning, to encourage desired behaviors via positive reinforcement. This idea was presented by a behaviorist B .F. Skinner. According to him, the reinforcement of actions will strengthen the possibility of their occurrence in future. It is a learning method that uses reward or punishment for behaviors. To determine the impact of positive reinforcement on students' academic achievement, this research utilized this strategy.

Our operant behaviors are under our deliberate control. The outcomes of these actions, whether they are unintentional or deliberate, are what decide their recurrence. Our impact on the environment and the outcomes of those impacts constitute a substantial part of the learning process.

Operant conditioning concepts includes Shaping

Gradually directing students toward desired behaviors by reinforcing successive approximations.

- **Negative reinforcement**

Removing an unpleasant stimulus after a desired behavior to strengthen it.

- **Positive reinforcement**

Adding a rewarding stimulus after a desired behavior to increase the likelihood that that behavior will reoccur.

Linkages between positive behavior intervention and operant conditioning in a classroom setting

A proactive strategy called positive behavior intervention (PBI) is used in educational settings to encourage positive behaviors and prevent or deal with problematic behaviors. Through the use of PBI, schools can establish a welcoming environment

where students feel safe and trusted, which has a good effect on their academic engagement. Students are more inclined to participate in class activities, ask questions, and actively collaborate with peers and teachers when they feel appreciated and respected. Students that are more committed in their educational experience exhibit greater academic achievement as a result of this increased engagement. Although at first look these two ideas might appear to have nothing in common, there are some linkages between PBI and operant conditioning in a classroom setting.

- **Identifying target behaviors**

To begin, we must be clear about the particular behaviors we wish to promote. Positive behavior interventions can help the teachers to reinforce the desired behavior. We can say operant conditioning can lead to the interventions like incentives, positive phrasing and setting routines in order to get the desired consequences such as academic performance. These could include everything from turning your homework on time to being respectful of classmates.

- **Positive Reinforcement**

Positive reinforcement occurs when an acceptable action is promptly acknowledged with a reward or favorable outcome. Verbal praise or other incentives that hold significance for the students could be used to accomplish. This may link positive reinforcement to desired behaviors like engaged participation or task completion. Due to the conditioned responses, students may eventually come to identify these acts with satisfying emotions and motivations.

- **Consistency**

Reinforcement needs to be predictable and constant. When the desired behavior becomes more consistent, the reward should initially accompany it every time it happens, because if the students will get the reward every time in beginning it will develop their behavior and eventually they do not look for any reward as the desired behavior have been developed already.

- **Punishment**

Introducing an unpleasant stimulus or removing a pleasant stimulus to decrease undesired behaviors.

- **Reinforcement schedules**

Timing and frequency of reinforcements (e.g., continuous or intermittent) to sustain desired behaviors.

Application in enhancing academic performance

- **Setting clear expectations**

Teachers outline specific academic goals and desired behaviors, such as completing assignments, participating in discussions, or improving grades.

- **Implementing positive reinforcement**

Praising kids for completing their schoolwork. Providing physical prizes (stickers, certificates, or privileges) for exceptional performance expressing verbal support for involvement in class. To guarantee that students connect the desired result with their activities, reinforcement should be prompt and tailored to the behavior being promoted.

- **Shaping academic behaviors**

For pupils struggling with certain tasks, teachers can reinforce small, incremental improvements, eventually guiding them toward the required level of performance. Example: The teacher might first reward raising one's hand if a student is reluctant to participate in class, and then gradually reward full participation.

- **Continuous reinforcement**

Providing rewards every time the desired behavior occurs to establish the behavior.

- **Intermittent reinforcement**

Transitioning to variable or fixed schedules (e.g., rewarding after every third success or after a set period) to maintain the behavior.

Delimitations of study

The delimitations of this study are

1. This study is delimited to the teachers of private schools.
2. This study is delimited to the schools in sector G-8.

Literature review

The impact of positive reinforcement on student academic performance in the classroom was examined in this study. The importance of positive reinforcement and its impacts on students' academic performance are examined in this review of the literature.

Positive reinforcement: what is it?

B.F. Skinner, a behaviorist, developed the idea of positive reinforcement.

Operant conditioning denotes his theoretical framework. Skinner posits that reinforcing positive behavior in an individual, whether an adult or a child, can modify that individual's behavior, as they would perceive exhibiting good behavior as the most beneficial and instinctive course of action (McCarthy, 2010). The objective of positive reinforcement is to strengthen desirable behavior by delivering a favorable stimulus immediately upon its occurrence. Students obtain this reward when they exhibit specific behavior, which encourages them to replicate it.

According to Li (2022), "the introduction of favorable or pleasant stimuli follows the execution of a behavior." Motivating rewards are used after a successful outcome to encourage the same or similar conduct (Nickerson, 2022). Positive reinforcement, like a reward, increases the likelihood that a behavior will be repeated, while negative reinforcement, like punishment, decreases the likelihood of repetition. To understand behavior, according to Skinner, one should not look within but rather at obvious causes and incentives (Staddon & Cerutti, 2003). The goals of positive and negative reinforcement are similar, but they use different strategies to achieve them. Negative reinforcement involves removing an unpleasant stimulus from the environment to promote behavior, whereas positive reinforcement involves introducing an encouraging stimulus (Ackerman, 2019).

Both positive and negative reinforcement is employed to promote desirable behaviors,

exemplified by a teacher rewarding pupils with sweets for organizing their toys or withholding breaks from certain students until they complete their assignments, unlike their others. Numerous varieties of positive reinforcement tools exist. However, depending on the learner and the context, four primary forms of positive reinforcements can be utilized to enhance behavior and emotional intelligence in kids (Cherry, 2022).

These encompass the following:

1. Natural reinforcements originate directly from the act itself. For example, students concentrate during lectures and apply significant effort to evaluations. As a result, they acquired substantial points.
2. Social reinforcement techniques are illustrations of praise for performance, shown by a teacher speaking or writing "excellent work" to a student.
3. Tangible reinforcement refers to physical rewards such as candy, gifts, toys, currencies, and other desirable goods.
4. Token reinforcements are points or tokens awarded for engaging in specified activities.

Subsequently, these tokens may be redeemed for an item of worth. The principal concepts exemplified by Skinner's reinforcement theory are as follows:

- The phrase "positive reinforcement" denotes to the inspiration that monitors praiseworthy behavior.
- Behaviors may be modified and changed through the implementation of positive reinforcement.

Students are profoundly influenced by both positive and negative reinforcement, which seeks to enhance desired actions in distinct manners.

Positive reinforcement's effects on students academic performance

Extensive studies have been conducted on the effectiveness of positive reinforcement in educational settings. The impact of positive reinforcement on children's academic performance is evident. The impact of positive reinforcement on pupils' academic achievement was studied by Khattak and Ahmad (2018). Participants in the study were all pupils from the same socioeconomic background and lacking in cultural variety. Positive reinforcement has an effect on students' academic performance, according to

the study. Educators can enhance their teaching methods and support their student's academic growth through the use of positive reinforcement. One study that looked at how positive reinforcement affected student performance was Dad et al. (2010).

The research set out to determine how often and how well educators use positive and negative reinforcement strategies in the classroom. According to this research, using rewards and punishments in the classroom can help pupils behave better and do better in school. When it comes to predicting their future success in school, few tools are as useful as students' level of intellectual engagement. Students need to demonstrate the ability to control their actions. Teachers can create and sustain safe classrooms where students can thrive academically, personally, and professionally by using the pedagogical strategy of positive reinforcement through the promotion and cultivation of positive relationships (Otero & Haut, 2015).

The purpose of the study by Eremie and Doueyi Federico (2018) was to investigate how positive reinforcement affects pupils' academic achievement. Students in their final year of high school were the subjects of the survey-based research. The results of the study suggested that using positive reinforcement could help pupils do better in school. Positive reinforcement is something that teachers at all levels should be using, according to the study's authors. So, organizations and districts can train their employees and teachers to use positive reinforcement effectively in the classroom. In order to improve students' academic performance, positive reinforcement is the main tool to use. Consequently, teachers may find it useful in encouraging appropriate conduct in the classroom. However, the impact of positive reinforcement on linguistic maturation needs more investigation. Classroom management and positive reinforcement Maintaining student behavior in the classroom within the educational process is a common challenge faced by educators. Employing positive reinforcement in the training and management of educational practices is effective (Craig, 2019). Consequently, reinforcement may serve as an effective method for promoting a targeted behavioral change in pupils (Smith, 2017). When it comes to managing behavior, this is the best approach. Additionally, it helps teachers improve student need to demonstrate the ability to control their actions. Teachers can create and sustain safe classrooms where students can thrive academically, personally, and professionally by using the pedagogical strategy of positive reinforcement through the promotion and cultivation of positive relationships (Otero & Haut, 2015).

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Achievement and classroom conversation (Eremie & Doueyi-Fiderikumo, 2018). In addition, according to Morin (2022), positive reinforcement is a powerful tool for encouraging children to act in a responsible, safe, and kind manner and for changing their behavior. As a tool for managing a classroom, positive reinforcement encourages students to actively participate in their learning and helps them develop important life skills like responsibility, safety, and kindness. Pupils' emotional and social development is aided by positive reinforcement.

Through what is known as social and emotional learning (SEL), children develop and hone their emotional and social competencies. Social and emotional learning abilities are defined as the competencies used for decision-making, setting long-term objectives, and constructively regulating negative emotions (Hillside site, 2020). Otero and Haut (2015) found that students' social behavior, self-regulation abilities, academic achievement, and classroom management were all positively impacted by positive reinforcement. Effective classroom behavior management requires students to develop skills in self-control and self-monitoring. Positive reinforcement, according to Rumfola (2017), is essential for raising students' academic and social achievement in and out of the classroom. Positive reinforcement is an approach that can help youngsters improve their social understanding and skills. Managing student conduct has long occupied considerable space in the field of education.

Efforts to regulate student conduct have been ongoing since the mid to late 1980s, according to Robert (2020). Helping student exhibit behaviors that do not disrupt their capacity to learn is the primary objective of behavior management instruction.

There was an effort to combat classroom misconduct because of the detrimental impact it had on pupils' academic achievement. Student disruptions in the classroom make it harder for everyone to pay attention and finish their assignments (Alwahbi, 2022). Consequently, kids' lack of focus and poor academic performance are consequences of misbehavior (Alwahbi, 2022).

Teachers need regulations that will help them deal with student misconduct when it occurs and prevent it from happening in the first place, because student misconduct may ruin classroom instruction. Before positive behavior interventions were put in place, many of the consequences for misbehavior were severe. During this time, the policy of zero tolerance was established, which meant that troublesome kids could not remain in class (Robert, 2020). Despite the lack of positive consequences for the student, suspension and expulsion were common responses to uncontrollable student behavior (Robert, 2020). According to research, these conventionally severe responses to student misconduct have not only failed to address the issue but have also caused more harm than good.

According to Lawrence et al. (2022) students who are deferred from school on a regular basis are more likely to drop out and carry on with their problematic behaviors. Zero tolerance rules were implemented with the intention of controlling behavior, but they had no beneficial effect on students' academic achievement. To help reduce misbehaviors and disruptions, various classroom management procedures had to be developed and put into practice. Certain classroom management practices have been implemented across the entire school, while others have been left to the discretion of the individual teacher. These procedures are intended to deter misbehavior from students and support the creation of a classroom environment that supports efficient teaching and learning. Teacher accountability was a driving force behind the push for behavior management practices. Effective academic instruction as well as classroom management and student behavior is the two main areas of evaluation for teachers (Owens et al., 2018).

It is required that teachers maintain order and discipline in their classrooms. It is expected that teachers will have plans and processes in place to deal with disruptive children. There is an absolute need for behavior management tactics due to the strong correlation between better conduct and academic achievement (Owens et al., 2018). If a teacher can't keep their students under control, they may be seen as ineffectual.

Learning environments that effectively regulate student behavior are more likely to have students who can achieve the academic success levels that are desired. When misbehaving and disrupting class, students could face a variety of consequences. Some of the consequences listed by Yell et al. (2016) include physical punishment, suspension both within and outside of school, and other similar measures. Yell et al. (2016) report that over half of the states have outright banned physical punishment and its use is significantly less prevalent than in the past.

A large number of the methods employed to deal with the behaviors were not try positive interventions when trying to decrease undesired behaviors, is another law that focuses on treating all students fairly. Laws like these have made it clear that classroom management techniques need to be less harsh and harmful. Both students who have disabilities and those who do not are entitled to legal protections and treatment that does not infringe upon their fundamental rights (Yell et al., 2016).

Research design

Descriptive research design was used to gather the information through questionnaires, as it aims to describe the behavior of population and data was collected in natural setting without changing the environment. In this study the researcher interacted and changes the behavior of students by using intervention over time. This research aims to get thorough understanding of how teachers can use positive behavior interventions in order to foster the academic performance of students.

Population

The private schools of sector G-8, Islamabad were part of this study.

Sampling and sampling technique

- Opinion of 80 teachers from private schools of sector G-8 was taken.
- Convenient sampling technique was used.

Instrument

Data was collected through

- Close ended questionnaire.

Data analysis

Data analysis was done using descriptive statistics through SPSS.

Data collection

The data was collected by the researcher through self-developed questionnaire based on “**Likert question**” to gather the information. The researcher collected data from the respondents (Grade 4 teachers) personally by distributing questionnaire.

Validity of instrument

Validity refers to how accurately a method measures what it is proposed to measure. If research has high validity that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Fiona, 2020).

Content validity was established by an examination of pertinent literature, alongside expert opinions and the researcher’s personal experiences. Opinion of the PhD scholar was taken and instrument was checked by him.

Reliability of Instrument

Reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same conditions, the measurement is considered reliable (Fiona, 2020). For reliability of the instrument having five point Likert scale, Cronbach’s alpha was applied which is found 0.90.

Data analysis

This chapter focuses on data analysis and its presentation. The data was examined using descriptive statistics. Certain tables pertain to the demographic factors of the respondents. The chapter comprises 34 tables. The interpretation of each table, provided below, illustrates the impact of positive behavior interventions on students’ academic performance. All responses obtained via the execution of questionnaires. There were male and female teachers from whom data was collected. There were total 80 teachers out of which 40 were male and 40 were female. 47.5% of the teachers are bachelors’ degree holders, 45% of the teachers are masters’ degree holders, and 7.5% of the teachers are MS/M.Phil. degree holders. 56.2% of the teachers have experience below 10 years, 32.5% of the teachers have experience between 11-20 years, and 11.2% of the teachers have experience of 21 years and above indicates that most teachers (68.7%) were in favor that to encourage students to do better academically, they offer rewards (such as stickers, compliments, and little prizes). The statement’s standard deviation (SD) was 1.32 and the mean score of 2.61 among teachers indicates

that most of them agreed with the statement. indicates that most teachers (57.5%) were in favor that students' involvement in class activities is significantly impacted by incentives. The statement's standard deviation (SD) was 1.59 and the mean score of 3.31 showed that most teachers agreed with it. It is revealed that most of the teachers are in the favor that students will perform well in class activities when incentives are given to them but some teachers also feel that incentives. There were found 27 teachers found strongly agree, 19 teachers found agree, 3 teachers found undecided, 15 teachers found disagree and 16 teachers found strongly disagree with the statement that students' involvement in class activities is significantly impacted by incentives, which showed positive response.

The data indicates that most teachers (71.3%) were in favor that offering rewards encourages students to be very motivated to finish their projects. With a mean score of 3.86 and a standard deviation (SD) of 1.44, it is clear that most teachers agreed with the statement. There were found 20 teachers strongly agreed, 28 teachers agreed, 4 teachers found undecided, 18 teachers disagreed and 10 teachers found strongly disagreed with the statement that non-monetary rewards like recognition or gratitude enhance students' learning results, which showed a positive response. The data indicates that most teachers (60%) were on favor that non-monetary rewards like recognition or gratitude enhance students' learning results. The statement's standard deviation (SD) was 1.39 and the mean score of 3.37 showed that most teachers agreed with it. There were found that 35 teachers strongly disagreed, 16 teachers disagreed, 6 teachers were undecided, 6 teachers agreed and 17 teachers strongly agreed with the statement that when students are aware that their efforts will be rewarded, they put in more effort, which showed a negative response. The data indicates that most teachers (63.8%) were not in favor that when students are aware that their efforts will be rewarded, they put in more effort. The standard deviation (SD) of the statement was 1.60 and the mean score of the instructors was 2.42, indicating that most of them were against the statement. There were found that 35 teachers strongly disagreed, 16 teachers disagreed, 6 teachers were undecided, 6 teachers agreed and 17 teachers strongly agreed with the statement that when students are aware that their efforts will be rewarded, they put in more effort, which showed a negative response. The data indicates that most teachers (73.8%) were in favor that academic performance is improved by rewards like "Student of the Month" or certificates. The data indicates that

most teachers (75.1%) were in favor that when students receive rewards for their excellent academic performance, they see a noticeable increase in their effort. The statement's standard deviation (SD) was 1.26 and the mean score of 3.70 indicates that most teachers agreed with it. There were found 21 teachers strongly agree, 39 teachers agree, 4 teachers found undecided, 7 teachers disagree and 9 teachers strongly disagree with the statement that when students receive rewards for their excellent academic performance, they see a noticeable increase in their effort, which shows positive response.

The data indicates that most teachers (68.8%) were in favor that by encouraging healthy competition among students, incentives help them achieve better. The statement's standard deviation (SD) was 1.27 and the mean score of 3.73 showed that most teachers agreed with it. There were found 29 teachers found strongly agree, 26 teachers found agree, 5 teachers found undecided, 16 teachers found disagree and 4 teachers found strongly disagree with the statement that by encouraging healthy competition among students, incentives help them achieve better, which showed a positive response. The data indicates that most teachers (67.6%) were not in favor that they frequently modify the incentives to better suit the interests and academic demands of their students. With a mean score of 2.40 and a standard deviation (SD) of 1.97, it is clear that most teachers did not agree with the statement. There were found 19 teachers found strongly disagree, 35 teachers found disagree, 4 teachers found undecided, 19 teachers found agree and 3 teachers found strongly agree with the statement that they frequently modify the incentives to better suit the interests and academic demands of their students, which showed a negative response.

The data presented in Table 4.14 indicates that most teachers (70%) were not in favor that students' inherent motivation to learn may be reduced by the overuse of rewards. With a mean score of 2.16 and a standard deviation (SD) of 1.47, it is clear that most teachers did not agree with the statement. There were found 40 teachers strongly disagreed, 16 teachers disagreed, 6 teachers were undecided, 7 teachers agreed and 11 teachers strongly agreed with the statement that students' inherent motivation to learn may be reduced by the overuse of rewards, which showed a negative response. The data indicates that most teachers (62.5%) were in favor that students' academic performance is improved when they follow a regular daily schedule. The statement's standard deviation (SD) was 1.32 and the mean score of 3.51 showed that most

teachers agreed with it. There were found 22 teachers strongly agreed, 28 teachers agreed, 5 teachers were undecided, 19 teachers disagreed and 6 teachers strongly disagreed with the statement that students' academic performance is improved when they follow a regular daily schedule, which showed positive response. The data indicates that most teachers (71.3%) were in favor that when activities in the classroom are structured, students do better. The statement's standard deviation (SD) of 1.41 and the mean score of 3.88 for the teachers indicate that most of them agreed with the statement. There were found 40 teachers found strongly agree, 17 teachers found agree, 6 teachers found undecided, 8 teachers found disagree and 9 teachers found strongly disagree with the statement that when activities in the classroom are structured, students do better., which showed a positive response. The data indicates that most teachers (70.1%) were in favor that students' focus is enhanced when certain times are specified for particular subjects (such as reading, math, and group projects). The statement's standard deviation (SD) was 1.32 and the mean score of 3.73 showed that most teachers agreed with it. There were found 29 teachers strongly agree, 27 teachers agree, 4 teachers found undecided, 13 teachers disagree and 7 teachers strongly disagree with the statement that students' focus is enhanced when certain times are specified for particular subjects (such as reading, math, and group projects), which showed positive response. The data indicates that most teachers (78.7%) were in favor that students who follow daily routines are better able to manage their time and develop greater responsibility. With a mean score of 3.80 and a standard deviation (SD) of 1.24 for the statement, it is clear that most teachers agreed with it. There were found 23 teachers found strongly agree, 40 teachers found agree, 5 teachers found undecided, 2 teachers found disagree and 10 teachers found strongly disagree with the statement that students who follow daily routines are better able to manage their time and develop greater responsibility, which showed positive response. The data indicates that most teachers (77.5%) were in favor that students learn better and experience less anxiety when the classroom routine is consistent. The statement's standard deviation (SD) was 1.29 and the mean score of 4.12 indicated that most teachers agreed with it. There were found 41 teachers found strongly agree, 21 teachers found agree, 7 teachers found undecided, 9 teachers found disagree and 2 teachers found strongly disagree with the statement that students learn better and experience less anxiety when the classroom routine is consistent, which showed a positive response. The data

presented in Table 4.20 indicates that most teachers (71.3%) were not in favor that they engage students in recognizing the importance of following classroom procedures. With a mean score of 2.07 and a standard deviation (SD) of 1.46 for the statement, it is clear that most teachers did not agree with it. There were found 45 teachers found strongly disagree, 12 teachers found disagree, 4 teachers found undecided, 10 teachers found agree and 9 teachers found strongly agree with the statement that they engage students in recognizing the importance of following classroom procedures, which showed a negative response.

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Based on a comprehensive overview of the research findings, makes conclusions from the analysis, and offers recommendations for more studies and approaches. The study was aimed to find the role of positive behavioral interventions to enhance students' academic performance.

Summary

This study was focused on students' behavioral problems and how they impact their academic performance. Its primary goal is to provide proactive and effective behavioral support for students in the classroom, increasing their participation and ensuring that the strategy works well for their academic performance. The objectives of this study were: To investigate the role of positive behavioral intervention on students' academic performance inside the classroom, to investigate the role of incentives in enhancing students' academic performance. The research employed a quantitative methodology. The researcher employed a survey research methodology to gather data on the impact of positive behavioral interventions on students' academic achievement. The research population comprised the private schools located in sector G-8, Islamabad. The study sample comprised 80 educators from private institutions. A random sample method was employed for data collection. A questionnaire was designed by the researcher for data gathering. The questionnaire was constructed using a five-point Likert scale. The tool's dependability coefficient was assessed at .90. The collected data was examined through descriptive statistics. The researcher has derived conclusions from the study's findings and proposed recommendations for improvement and future investigations. Additionally, the researcher assessed the study, encompassing the strengths and limits

of the research design, data-gathering methods, and analytical procedures.

Recommendations

It is recommended to design more flexible and personalized incentive systems. Tailor rewards to students' interests and academic needs to enhance intrinsic motivation while avoiding dependency on material incentive. Teachers may be encouraged to shift the focus from results-based rewards to effort-based recognition, using praise and positive reinforcement to cultivate a growth mindset. To address the inconsistency and underuse of motivational language, professional development may include training on using positive, encouraging language. Teachers may incorporate reflective discussions or mini-lessons on why routines matter, connecting them to benefits like reduced anxiety, better focus, and academic success. Schools may design activities that balance competitive and cooperative elements. This approach can motivate students while maintaining a focus on teamwork, personal growth, and ethical behavior.

Findings

The findings of the research are,

- The analysis showed that there were a total of 80 teachers out of which 40 were male and 40 were female.
- There were 38 teachers having bachelor's degrees, 36 teachers having master's degrees, and 6 teachers having MS/MPhil degrees.
- There were 45 teachers having experience of less than 10 years, 26 teachers having 10-20 years of experience, and 9 teachers having experience of 21 years and above.
- There were found that 11 teachers strongly disagreed, 44 teachers disagreed, 4 teachers were undecided, 7 teachers agreed and 14 teachers strongly agreed with the statement that they offered rewards (such as stickers, compliments, and little prizes) to encourage the students for better performance academically, which showed a negative response.
- There were found 27 teachers found strongly agree, 19 teachers found agree, 3 teachers found undecided, 15 teachers found disagree and 16 teachers found strongly disagree with the statement that students' involvement in class activities is significantly impacted by incentives, which showed positive

response.

- There were found 40 teachers strongly agreed, 16 teachers agreed, 5 teachers found undecided, 8 teachers disagreed and 11 teachers found strongly disagree with the statement that offering rewards encourages students to be very motivated to finish their projects, which showed a positive response.
- There were found 20 teachers strongly agreed, 28 teachers agreed, 4 teachers found undecided, 18 teachers disagreed and 10 teachers found strongly disagreed with the statement that non-monetary rewards like recognition or gratitude enhance students' learning results, which showed a positive response.
- There were found that 35 teachers strongly disagreed, 16 teachers disagreed, 6 teachers were undecided, 6 teachers agreed and 17 teachers strongly agreed with the statement that when students are aware that their efforts will be rewarded, they put in more effort, which showed a negative response.
- There were found that 31 teachers strongly agreed, 28 teachers agreed, 2 teachers found undecided, 10 teachers disagreed and 9 teachers strongly disagreed with the statement that academic performance is improved by rewards like "Student of the Month" or certificates, which showed positive responses.

Discussion

The discussion in this study demonstrates the role of positive behavioral interventions for the enhancement of the academic performance of the students covering the areas of incentives' role, routine establishment as well and positive phrasing. When faced with difficult circumstances, children may become irate or exhibit emotional outbursts. Frequent emotional outbursts, harsh physical behavior, and uncontrollable tantrums are a few examples of behavioral issues that can ruin children's schooling and cause chaos at home. These problematic behaviors can be stopped and children can learn how to respond to challenges by using positive actions as a means of communication through tailored, targeted behavior therapies. Effective behavior intervention programs can minimize undesirable behaviors, ensure a secure learning environment that optimizes learning, and strengthen family ties. Using a combination of positive and negative

reinforcement, teachers might encourage desired behaviors by offering students sweets for tidying up their toys or by denying a break to select students until they meet the rest of the class in terms of job completion. Many different kinds of tools are available for use in positive reinforcement. However, four primary types of positive reinforcement can be employed to enhance students' emotional intelligence and conduct, depending on the learner and the situation (Cherry, 2022). Students respond differently to positive and negative reinforcement, although both are effective in raising achievement levels. In their 2018 study, Khattak and Ahmad looked at how positive reinforcement affected pupils' grades. Students from a similar socioeconomic background, free from cultural variations, were the primary focus of the inquiry. The results of the study demonstrated that pupils' academic performance is impacted by positive reinforcement. Therefore, by implementing positive reinforcement, teachers can enhance their teaching tactics and support their students' academic achievement. In addition, Morin (2022) argues that positive reinforcement is a powerful tool for

shaping children's behavior and teaching them to be responsible, cautious, and caring. Positive reinforcement is an effective classroom management strategy as it promotes children's engagement in the learning process while imparting lessons on safety, civility, and responsibility. Social and emotional learning (SEL) is the process by which students build and improve their social and emotional competences; positive reinforcement aids this learning. Similarly in this study, the researcher highlighted that the frequent use of positive language to encourage and inspire students had a negative response, indicating that communication and engagement techniques between teachers and students need to be improved. There may be conversations between parents and students regarding the best language, routines, and incentives to promote learning objectives.

Conclusions

Based on the findings of the study following conclusions are drawn:

1. Most educators (71.3%) agreed that rewards motivate students to finish assignments, do better academically, and put forth more effort.
2. Incentives have a good effect on students' participation in class

activities and have been positively associated with better academic performance when combined with regular daily routines.

3. Most teachers (68.8%) agreed that praise and appreciation were useful in improving learning results and that encouraging healthy competition through incentives was thought to improve student achievements.
4. A considerable number of teachers (68.7%) opposed the practice of regularly giving stickers or small prizes as academic incentives, expressing doubt about their effectiveness and the belief that an over-reliance on rewards may detract from students' innate desire to learn.
5. One drawback was that the types of rewards were not changed to fit the interests and academic requirements of the students. This indicated that incentive strategies were not very flexible, and teachers disagreed with the idea that students work harder just because they know they will be rewarded for their efforts.
6. Teachers firmly believed that regular routines and planned classroom activities greatly increase students' academic performance, lower anxiety levels, and facilitate better time management.
7. Teachers agreed that maintaining a nice learning atmosphere and encouraging better academic behavior are two benefits of consistently adhering to classroom regulations.
8. The frequent use of positive language to encourage and inspire students had a negative response, indicating that communication and engagement techniques between teachers and students need to be improved.
9. Although structured activities and routines are effectively implemented, there was little focus on getting students to understand the significance of classroom processes.
10. The comparatively low use of motivational language may make it more difficult to motivate students and created a more lively and supportive learning environment.

11. Teachers strongly agreed that speaking positively to students gives them the confidence they need to take on difficult subjects and approach problem- solving resolutely.
12. Teachers considered that putting more emphasis on effort than results encourages students to persevere and cultivate a growth mentality.
13. Many teachers (67.6%) agreed that encouraging students to have a growth mindset and lessen their fear of failing requires the use of positive language.
14. Although it was widely accepted that positive language creates a supportive atmosphere, the responses indicate that its consistent use varies.
15. A significant number of teachers contest the claimed that they always corrected students in a constructive manner, suggesting room for development in how errors are handled to guarantee that students feel encouraged rather than demoralized.

The study emphasized how crucial regular, regulated routines were to improving student performance and minimizing interruptions in the classroom. A more comprehensive, effective, and inclusive learning environment might result by encouraging these elements. The study emphasized how crucial positive language and reinforcement were to establishing a nurturing and stimulating learning environment. Although most teachers were aware of and employed techniques that prioritize effort and positivity, there is still a need for improvement in terms of regularly employing positive language when making corrections and creating a supportive atmosphere for every student.

Recommendations

Recommendations may include:

1. It is recommended to design more flexible and personalized incentive systems. Tailor rewards to students' interests and academic needs to enhance intrinsic motivation while avoiding dependency on material incentives.

2. Teachers may be encouraged to shift the focus from results-based rewards to effort-based recognition, using praise and positive reinforcement to cultivate a growth mindset.
3. To address the inconsistency and underuse of motivational language, professional development may include training on using positive, encouraging language.
4. Teachers may incorporate reflective discussions or mini-lessons on why routines matter, connecting them to benefits like reduced anxiety, better focus, and academic success.
5. Schools may design activities that balance competitive and cooperative elements. This approach can motivate students while maintaining a focus on teamwork, personal growth, and ethical behavior.

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