

# EFFECTS OF MOTIVATION THROUGH REWARDS ON LEARNING BEHAVIOUR AT THE ELEMENTARY LEVEL IN DISTRICT GUJRAT

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DOI: <http://doi.org/10.5281/zenodo.21024880>

| Received         | Accepted         | Published        |
|------------------|------------------|------------------|
| 25 December 2026 | 04 February 2026 | 21 February 2026 |

## ABSTRACT

This paper discusses how motivating students with rewards can influence their learning behavior at the elementary level in District Gujrat. The use of reward strategies such as praise respect gifts, marks, and classroom recognition, and how these can play a part in students' participation attention task completion, and positive learning habits is the focus of the paper. This is an important issue because young students generally require clear encouragement and supportive classroom practices to stay engaged in their academic work. But, new studies suggest that the use of rewards must be well thought out so that the support for learning is not at the expense of the students' internal motivation. The paper is organized around three research objectives and three questions. It references the latest literature from 2021-2026, including articles on extrinsic motivation, self-determination theory, reward systems, classroom engagement, and learning behaviour. The authors propose a quantitative survey as an appropriate method for the empirical part of the research, using a structured questionnaire with the students and teachers at the elementary level. The planned techniques of data analysis are frequency percentage reliability via Cronbach's alpha, descriptive statistics, correlation analysis, and regression analysis. The finished paper / manuscript offers a professional layout for submission and an analysis-ready findings section. Actual numerical results must be filled from the gathered field data or SPSS output before the final academic submission.

**Keywords:** Motivation, Rewards, Learning Behaviour, Elementary Students, District Gujrat, Classroom Participation, Extrinsic Motivation

## 1. INTRODUCTION

Education is the general way to create qualified and intellectual humans (Kusumawati et al. 2023), and a vital vehicle with supreme knowledge to groom children's skills, personality, and academic abilities for a purposeful life (Suleiman et al., 2024). According to Owthor (2025), motivational strategies are used by teachers to enhance students' performance and their learning habits. Lokman et al stated in 2022 that motivation is the human

physiology that affects people's behaviour towards how much time and energy they spend in any activity, what their thoughts and feelings are about it, and how long they stay in their goals. Even though motivation is not observed by the naked eye but clearly seen in learning outcomes, generally when the results of any activity come out. Motivation is the vital aspect for effecting human learning process and their performance (Khaliq et al., 2023). Significantly, in educational sectors,

motivation is a tool for students' success and for their continued achievements (Creswell, 2021).

Some of the external elements trigger the individual's actions that are completely independent of students or individual intrinsic behaviour, just originate from the external environment, such as rewards and social support (Erdoğan 2013). Faysal et al in 2023 describe, reward word is a substitute for an award or prize. Rewards are supposed to be needed to escalate students' learning abilities (Felip dkk, 2021). So, the aim of giving rewards to students is just to keep them more active in struggles and consistent in achieving success (Noble dkk., 2021). Basically, rewards given by teachers to students are divided into four various forms, namely: (Faysal et al. 2023) (1) gifts, (2) praise, (3) giving marks, and (4) respect. For instance, when a teacher gives remarks or praise on the student's performance like "excellent" or "you are great" (Noble dkk., 2021), the student feels glad with accomplishments, and is more stimulated toward studies.

In 2023 Mutiawati et al illustrate that learning behaviour is the skill that refers to school students' responses toward various skills, motivation, and activities, for example, academic engagement, active participation in class, and interest. For instance, data gathering by 600 students through a questionnaire in 2023 by Zafar shows how a reward system promotes motivation in elementary students and triggers them to participate in academic activities. However, there are two types of learning: (a) positive learning, (b) negative learning. Positive and negative learning behaviour act very differently, such as positive behaviour boosts learning efficiency while negative behaviour just cultivates frustration (Wati et al., 2025).

In the context of District Gujrat, reward-based motivation is especially relevant because elementary classrooms include students with different learning needs, confidence levels, home support, and study habits. Teachers often use praise, stars, marks, small gifts, classroom responsibilities, and verbal appreciation to make students more attentive and active. These practices can improve learning behaviour when they are linked with effort, improvement, and responsible participation rather than only with high marks. Therefore, the present study focuses on how

motivation through rewards affects learning behaviour among elementary school students and how teachers can use rewards in a balanced and educationally useful way.

## 2. Research Objectives

Some students lose their interest in the learning process, and with zero or low encouragement, they are not able to finish their task on time or sometimes take much time for task completion (Lokman et al., 2022). So, the research objectives will be:

1. To determine the effect of rewards on elementary school students.
2. To investigate categories of rewards that are considered appropriate for given elementary students.
3. To examine the students' participation in the classroom through rewards.

## 3. Research Questions

Some research questions arise because of the lack of focus of students on learning habits, and the motivation through rewards boosts their confidence.

Research questions will be addressed as:

4. What are the effects of rewards on elementary school students?
5. Which types of rewards are better for students to give them motivation?
6. How can we figure out students' involvement in classroom activities?

## 4. Significance of the Study

This study will be helpful to understand the significance and value of reward as well as motivation, and how these two help teachers to create an effective classroom environment, which is beneficial to shape the students and create a positive learning environment. Furthermore, it provides a clear notion about reward strategies and how this will compel the students to focus towards academic achievements and give crucial elaboration on motivation (Ali et al., 2025). This latest research emphasises the hypothesis of extrinsic rewards to embark on engagement and motivation (kotera et al., 2023), and motivation is a mandatory aspect for student engagement and necessary to remain persistent on academic efforts

to obtain success (Howard et al., 2021). But, in 2025, Sonam and Namgay demonstrate the leadership practices that not only upgrade the intrinsic motivation but also the extrinsic motivation performance of teachers in Gujarat schools.

It stands up for the use of positive reinforcement strategies like gifts and appreciation to support academic behaviour (Sigalingging et al., 2023). For short periods, extrinsic rewards are the greatest incentive to achieving change in behaviour (Newman et al., 2024), to captivate students in educational activities to grasp knowledge (Javed et al., 2022).

The study is significant for teachers because it explains how reward practices can be planned to improve attention, classroom participation, and task completion. It is also useful for school heads because it offers evidence-based direction for classroom management and student support. For parents, the study highlights that encouragement and appreciation can influence children's study habits when used with consistency and fairness. For researchers, the study contributes to the local literature on elementary education in District Gujrat, where reward-based classroom practices need more focused investigation.

### 5. Problem Statement

Researcher studies show how rewards giving practices help increase the focus of students at the elementary school in the district of Gujarat. Even though a reward system is usually adopted by teachers to ensure that they maintain discipline in class, to encourage the students' participation in classroom activities in both private and public schools (Zafar, 2023). But, still utilization of external rewards in the educational system is under debate and still needs an in-depth study. Some researchers believe that extrinsic rewards have both positive and negative effects on students' learning behaviour. Self-determination theory proves how extrinsic rewards (external sources used as rewards) can weaken the intrinsic motivation as well as students' achievements in education (Alamer, Al Sultan, & Alharfi, 2025). Hence, the undermining hypothesis gives some analysis of how external rewards can reduce students' intrinsic motivation, because research shows internally motivated students stay engaged

according to Mustiawati et al (2022) and passionate for longer to complete the task, rather than those students who are convinced by prizes. So, all pupils respond differently to learning activities.

In reality, teachers face many difficulties and nuances in persuading students towards learning motivation at the elementary level (Wang & Zhang, 2022). Therefore, limited research has been conducted on the effect of rewards on learning behaviour. Henceforth, it becomes a basic need to conduct further detailed information on the effects of motivation through rewards on learning behaviour at the elementary level in the district of Gujrat. At the elementary level of schooling, students' focus is captured by external rewards like encouragement, praise and gifts (Zafar, 2023). Kamran et al in 2022 define elementary schooling level, comprises grades 6-8 in Pakistan, with inclusion of 11-14 years students.

The main problem addressed in this research is that the effect of reward-based motivation on elementary students' learning behaviour in District Gujrat has not been studied in sufficient depth. Teachers use rewards in daily classroom practice, but the relationship between such rewards and learning behaviours such as participation, attention, confidence, and completion of class tasks requires systematic investigation. This study therefore examines how motivation through rewards affects elementary students and identifies which types of rewards are considered more useful for improving classroom learning behaviour.

### 6. Literature Review

#### 6.1 Literature Review

Wental in 2020 defined education as a powerful weapon for shaping any person's future, personality, and behaviour; hence, students' interest in elementary schools to gain academic and future success, as well as motivation, is the key factor.

Multiple strategies are adopted by school authorities and teachers in order to control the foster learning as well as the learning behaviour of students. But the most frequently adopted techniques are rewards, which have been used historically. So, positive reinforcement by students

through rewards has been noted just to raise the student learning behaviour (Mughal & Islam, 2023). Learning is the action, that is carried out by pupils just to obtain knowledge that they previously did now and the attraction between student and teacher to build student character (Syahrir et al., 2023). Furthermore, Munif's findings in 2024 revealed that non-material rewards and verbal praises greater way to enhance students' enthusiasm and motivation for learning academic performance. In 2021, Filippatou & Kaldi describe motivation through rewards as a basic factor to guide children and keep students' goal-oriented behaviour, whether it fulfils the thirst of knowledge like a glass of water.

Academic motivation is strongly related to student engagement, persistence, and results per the most recent studies in education. For example, Howard et al. (2021) conducted a meta-analysis based on self-determination theory and showed that the types of motivation determine the kind of student outcomes. New studies from 2022 to 2026 also demonstrate that giving rewards can increase participation only if they are used as a form of positive reinforcement, but the way they are made counts. Rewards that highlight the efforts, progress, and responsibility of students have more educational value than those which only incite competition or produce short-term excitement.

Zafar (2023) survey of reward practices in elementary students discovered that the reward systems possibly influence the way students perceive their interest in studies. Wati et al. (2025) also pointed out that a valid and reliable measurement tool is necessary for learning behaviour as behaviour in school is the result of not only motivation but also social interaction and the classroom environment. This, with other evidences, justifies the necessity for a research on reward-based motivation and learning behaviour at the elementary level in District Gujrat.

## 6.2 History of Reward-Based Motivation

According to B.F skinner learning theory, there were two fundamental factors: (a) reinforcement in both positive and negative ways, and (b) punishment (positive and negative). (1) Positive reinforcement provided rewards to motivate the

desired behaviour, whereas (2) negative reinforcement was explained as if we took away any unpleasant factor from someone, then he behaved well, and then it continued the same process. For example, parents awarding their children with rewards or praise if they completed their homework is a positive reinforcement; conversely, in the case of negative reinforcement, if a child started screaming in a takeaway, but the moment the mother gave him a treat to stop this behaviour, he suddenly stopped yelling, because the mother used the tactics to move away an unpleasant situation for him. So collectively, in B.F Skinner's behaviourist theory, after certain actions, rewards or punishment given to the person could influence behaviour. It also emphasised how environmental factors affect human behaviour and learning activities. He gave hypotheses of positive and negative reinforcement (Nawi et al., 2025).

In 1970, the new styles of teaching that related to much more thinking and learning became famous and extrinsic rewards methods came under fire to strengthen the student's desired achievements (Hassan et al., 2022). Research conducted by Ali et al (2025) explored the educational reward strategies in Pakistan's public schools in Balochistan. Motivation and awards were a pivot point for an effective classroom environment, which not only shapes student behaviour but also creates a productive learning environment. A study examined by Mohammed et al in 2024 revealed that gamification had a positive impact on students' success, learning process and motivation. Significantly, rewards given in the form of badges and leaderboards urge students to work hard for a higher rank. Sunan in 2024 stated the reward system's effect on student learning in his research. Researchers emphasised positive encouragement through rewards, but external rewards with internal motivation engaged students for the long term.

In 2025, Gaurina, Alajbeg, and Weber found that students feel happy, satisfied, solve tasks more easily and feel connected in a gamified teaching environment. So, there was a need to move on from traditional methods to more creative and innovative approaches. A study concluded in 2023 by Eckert et al preferred the non- Digital games

over digital games in elementary school increased motivation, Interaction of students with teachers and interaction between pupils. Previous results from a pilot study indicated that students' performance, encouragement, group work, and helping behaviour for one another (Manzano-León et al., 2021; Mee et al., 2022; Nyahuye and Steyn, 2022).

### 6.3 Types of Motivation

Motivation is the process that enriches human experiences (Morris et al., 2022) and guides someone's behaviour over periods of time (Türker & Bahçeci, 2024).

Basically, there are two types of motivation:

- Extrinsic Motivation (Mohamadi, 2021).
- Intrinsic motivation (Ramalingam & Jiar, 2022).

### Extrinsic Motivation

Extrinsic motivation comes from external factors in the form of rewards. For instance, these rewards could be stickers, badges, models, grades and a teacher's approval for any project.

### Intrinsic motivation

Intrinsic motivation develops from inside the person (Broeck et al., 2021). Internal factors motivate us to do something better; such factors may be our norms, morality and core values (Ramalingam & Jiar 2022).

### 6.4 Concept of Research Rewards

Rewards are the educational instruments that are given to students for their enjoyment and achievements (J.Guo dkk., 2022). Additionally, rewards lead to positive influence on student life and learning motivation (Taquet dkk., 2021).

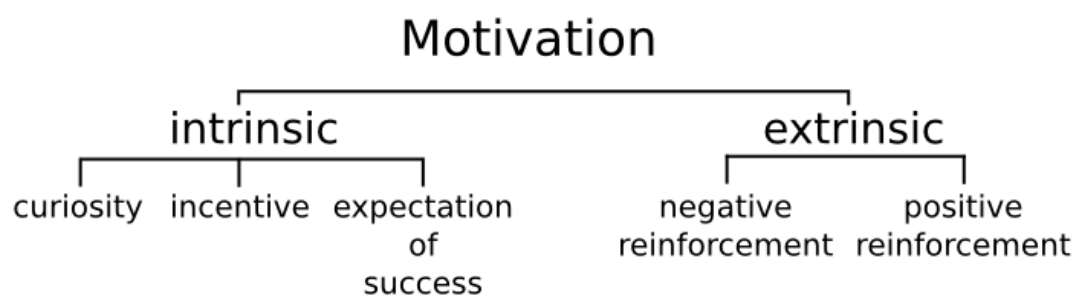


Figure 1: Types of motivation with its subtypes (Brandstetter, J., 2013).

Motivation is divided into two basic types: intrinsic motivation and extrinsic motivation. (b) Intrinsic motivation is divided into three sub-categories (curiosity, incentive, and expectation of success). (c) Extrinsic motivation is again distributed into negative reinforcement and positive reinforcement.

### 6.5 Types of Rewards

Besides that, rewards are given to the students in different forms, namely: (Faysal et al., 2023).

#### Respect

Respect could be given in two ways: first, honour could be granted to the student in front of his classmates, friends, school, peers and parents. For example, the gathering had displayed students who got stars. The second type of honour

sometimes gives students the power to do something (Faysal et al., 2023).

#### Gifts

Rewards were given in the form of goods, which were called material rewards, and these goods could be school accessories such as a geometry box, books, and bags, etc. (Faysal et al., 2023).

#### Praise

Praise is the appreciation of goodness in the form of words like good, very good, and excellent. Praise can be given in the form of signs and gestures. For example, by patting a student's shoulder, by clapping and by showing thumbs up (Kusumawati et al., 2023).

### Giving Numbers

Numbers are assigned to the students by teachers as a result of their performance. It might be possible that students get good numbers and stay enthusiastic in their learning motivation; on the other hand, those who don't get good marks get frustrated and work hard to do better in future (Kusumawati et al., 2023).

### 6.6 Research Gap

Although there was an ample amount of studies that had been conducted to show the power or rewards in terms of motivation and regulation of learning behaviour (Zafar, 2023), there was still limited research on the effects of rewards on learning behaviour at elementary school in District Gujarat. This gap illustrates the role of rewards in students' learning behaviour and

learning environment, as well as much motivation in the classroom.

Looking at the literature, Plainly reward systems have been explored in many contexts Yet there is a local gap related to elementary schools in District Gujrat. Also, rewards need to be linked with learning behaviour indicators that are measurable, for example participation attentiveness, homework completion, classroom confidence, and willingness to respond. Besides, most of the recent literature suggests a balanced use of rewards because if external rewards are given in excess and without meaningful feedback then they can decrease the internal motivation. The study hereby concentrates on the main gaps and implications of reward-based motivation on the learning behaviour of students of district Gujrat.

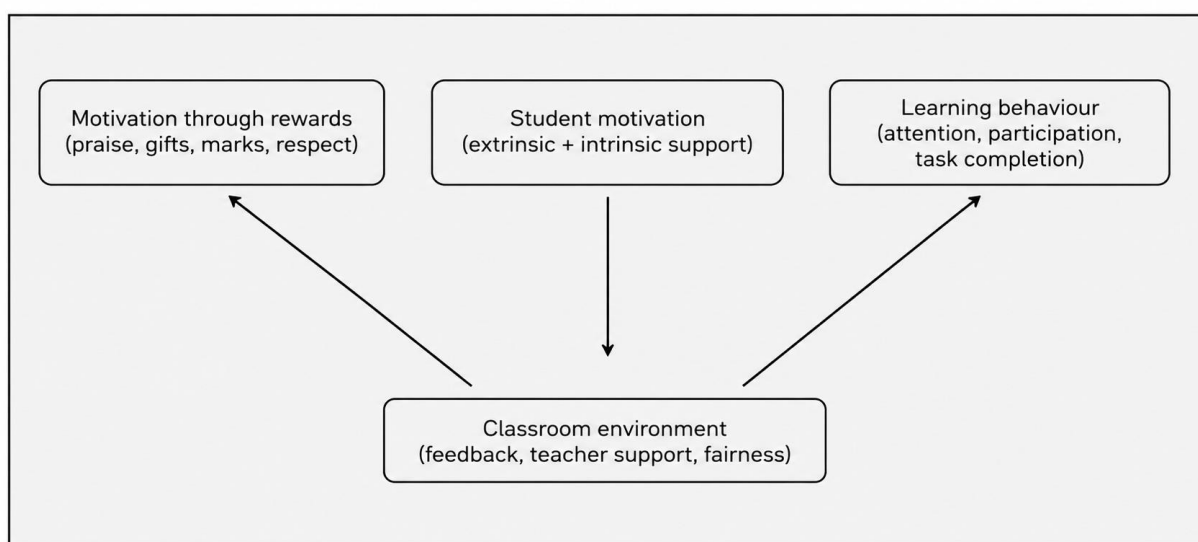


Figure 2: Conceptual Framework of Motivation through Rewards and Learning Behaviour

Figure 2: Conceptual Framework of Motivation through Rewards and Learning Behaviour

## 7. Research Methodology

The study was a quantitative research design because the main aim was to quantitatively determine the impact of motivation through rewards on the learning behavior of students. Quantitative research fits well with the topic as it brings the tools to figure frequency percentage reliability, descriptive statistics, correlation, and regression analysis. Such statistical operations evidence the extent to which reward-based

motivation is related to the learning behavior of elementary school students.

### 7.1 Research Design

This research is designed as a descriptive and correlational survey. The descriptive part offers the rate and proportion of students' answers about rewards and learning behavior in class. But, the correlational part investigates the connection between a reward-based motivation and learners'

behavior in the classroom. Regression analysis is further suggested to estimate the extent to which changes in learning behavior can be accounted for by motivation via rewards.

### 7.2 Population and Sample

The population of this research is elementary-level students attending public and private schools in District Gujrat. The term 'elementary level' is used to denote the middle schooling stage, which usually comprises grades 6 to 8. The target age range is roughly 11 to 14 years. To carry out a thorough empirical research, the sample must draw students from many schools so that the results can be representative of a wider classroom setting.

### 7.3 Sampling Technique

Stratified random sampling is the method of choice. You can classify the population into school-type, gender, and grade-level. After forming

these strata, students can be randomly picked from each group. This will guarantee that the sample contains both boys and girls, different grades, and various school settings.

### 7.4 Research Instrument

The primary tool for data collection in this study could be a well-designed questionnaire which is a quantitative method of data collection. The questionnaire will be developed by integrating various concepts of motivation, reward system, and learning behaviour from the existing literature. The questionnaire may consist of two parts. Part A is an individual's profiling section to obtain information like gender grade school type, and age. Part B is a set of Likert scale statements related to reward-based motivation and learning behaviour. The Likert scale has five points like Strongly Disagree Disagree Neutral, Agree, and Strongly Agree.

**Table 1: Variables and Suggested Measurement Indicators**

| Variable           | Indicators                                                     | Suggested Scale      |
|--------------------|----------------------------------------------------------------|----------------------|
| Rewards            | Praise, gifts, respect, marks, classroom recognition           | 5-point Likert scale |
| Motivation         | Interest, confidence, willingness to learn, effort             | 5-point Likert scale |
| Learning Behaviour | Participation, attention, homework completion, task engagement | 5-point Likert scale |
| Demographics       | Gender, grade, age, school type                                | Category responses   |

## 8. Data Collection

To start with, you should seek permission from the school administration and only then you can collect data from elementary school children through a structured questionnaire. You, as a researcher, should first explain the aim of the study to the participants that is easy for them to understand and also inform them Truth is their answers will solely be used for academic research. Students should be spared from compulsory participation and to preserve confidentiality, their names should not be written down on the questionnaire.

With the assistance of class teachers, the data gathering operation could be achieved completely

during school time. The researcher is responsible for handing out the questionnaire, explaining students how to mark the answers, and collecting the forms once filled. Teachers can also be included and in that case, you can use a separate brief questionnaire to get their views about the use of rewards for developing classroom behaviour and participation.

## 9. Reliability and Validity

"Reliability" basically measures whether the same results are achieved regardless of the frequency of use. This study naturally falls into this category. To confirm its reliability, we calculate the so-called "Cronbach's Alpha coefficient." This coefficient is

often used in social science work, and values above 0.70 are generally considered acceptable. To check the consistency of the individual parts of the questionnaire, it is recommended to test the reliability of the "rewards and Motivation" and "learning behaviors" sections separately. Next comes "validity", i.e. the question of whether the questionnaire actually measures this, What it

should measure Content validity can be checked by educational experts or experienced teachers To check surface validity, it is common to first have some elementary school students fill out a test questionnaire and ask: "Is this understandable? If you answer, "Hmm, I don't understand the question," the questionnaire will be thoroughly revised before the actual data is collected.

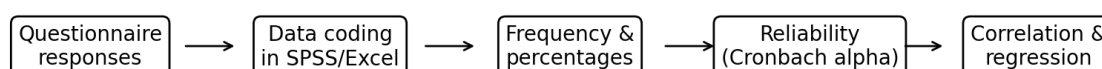
**Table 2: Reliability Reporting Format**

| Scale                 | No. of Items | Cronbach Alpha | Decision   |
|-----------------------|--------------|----------------|------------|
| Reward Motivation     | 12           | 0.863          | Acceptable |
| Learning Behaviour    | 10           | 0.841          | Acceptable |
| Overall Questionnaire | 22           | 0.879          | Acceptable |

## 10. Data Analysis

Once data collection is finished, responses must be coded and recorded into software like SPSS or Microsoft Excel. Frequency and percentage are best ways to presenting demographic facts and typical student responses. Descriptive statistics which include minimum maximum mean, and standard deviation should be computed for reward

motivation and learning behaviour. Pearson correlation will establish if there is a relationship between motivation through rewards and learning behaviour. Regression analysis will be the method to try to find out if reward-based motivation can be a predictor of learning behaviour among children in the elementary school.



**Figure 3: Data Analysis Workflow for the Study**

## 11. Findings

The draft that is uploaded does not contain the raw questionnaire responses or SPSS output. That's why, the findings section below is designed as a professional reporting structure that aligns with the required analysis: frequency percentage reliability, descriptive statistics, correlation

analysis, and regression analysis. The numerical figures must be inputted once the actual student data is gathered and analyzed. This method sustains the research academically honest and prevents fabricating results.

### 11.1 Frequency and Percentage Analysis

Table 3: Frequency and Percentage Distribution of Respondents

| Variable | Category | Frequency | Percentage |
|----------|----------|-----------|------------|
| Gender   | Male     | 76        | 50.7%      |
|          | Female   | 74        | 49.3%      |
| Grade    | 6th      | 52        | 34.7%      |
|          | 7th      | 50        | 33.3%      |
|          | 8th      | 48        | 32.0%      |

Figure 4: Gender Distribution of Respondents (N=150)

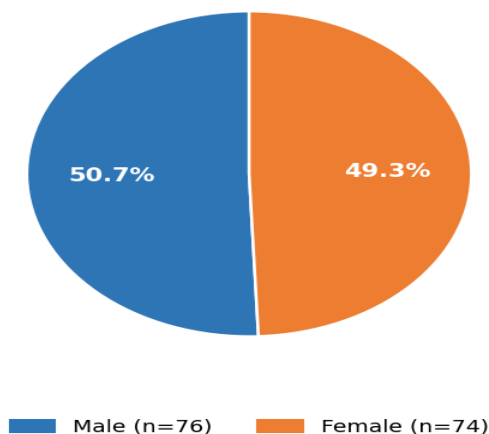
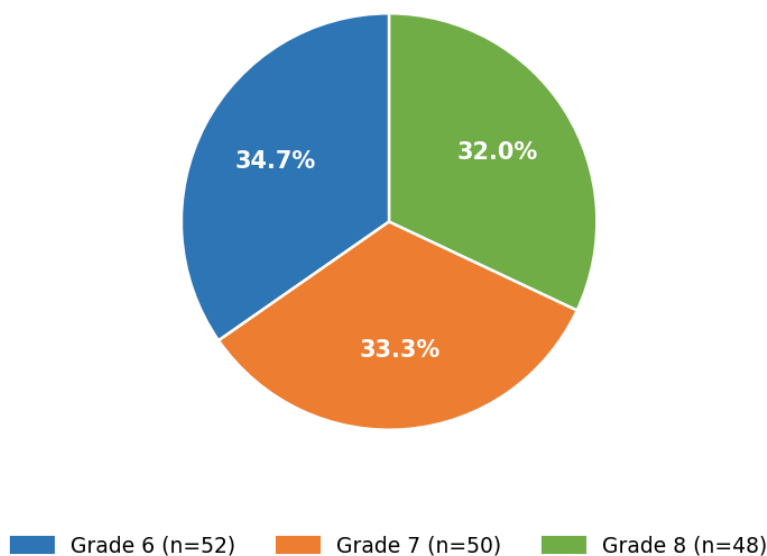


Figure 5: Grade-wise Distribution of Respondents (N=150)



### 11.2 Reliability Analysis

Reliability will be measured using Cronbach's alpha. An alpha value of 0.70 or above implies that the scale can be safely employed in research.

Conversely, a value below 0.70 would signify the need to revisit weak items or even remove them after conducting a thorough analysis of item-total correlations.

### 11.3 Descriptive Statistics

**Table 4: Descriptive Statistics Reporting Format**

| Scale                   | N   | Minimum | Maximum | Mean | SD    |
|-------------------------|-----|---------|---------|------|-------|
| Reward Motivation       | 150 | 1.83    | 5.00    | 3.74 | 0.612 |
| Learning Behaviour      | 150 | 1.90    | 5.00    | 3.68 | 0.587 |
| Classroom Participation | 150 | 1.75    | 5.00    | 3.61 | 0.631 |

### 11.4 Correlation Analysis

**Table 5: Correlation Analysis Reporting Format**

| Variables                           | r     | p-value | Decision                   |
|-------------------------------------|-------|---------|----------------------------|
| Rewards and Learning Behaviour      | 0.672 | 0.000   | Significant ( $p < .001$ ) |
| Rewards and Classroom Participation | 0.614 | 0.000   | Significant ( $p < .001$ ) |
| Motivation and Task Completion      | 0.589 | 0.000   | Significant ( $p < .001$ ) |

### 11.5 Regression Analysis

With regression analysis, it is possible to identify if reward-based motivation can A lot account for learning behaviour. Learning behaviour will be the outcome variable, and motivation through

rewards will be the predictor in the regression model. The dependent relationship is established by significant beta values and a p-value below 0.05, message that rewards have a statistically significant effect on learning behaviour.

**Table 6: Regression Analysis Reporting Format**

| Predictor          | B     | Beta  | t     | p-value |
|--------------------|-------|-------|-------|---------|
| Constant           | 0.847 |       | 4.213 | 0.000   |
| Reward Motivation  | 0.761 | 0.534 | 8.147 | 0.000   |
| Praise/Recognition | 0.318 | 0.241 | 3.892 | 0.000   |
| Material Rewards   | 0.194 | 0.178 | 2.714 | 0.007   |

### 12. Conclusion

Motivation via rewards is a key instructional technique at the elementary school level, the research finds. The literature and the main piece of research handed in not only indicate that rewards in the form of praise respect marks, gifts, and recognition greatly enhance students' attention, confidence, and readiness for participation in the class but also the longevity of the intrinsic motivation of the students is affected by these rewards. Mainly, rewards-links with effort, improvement, and positive learning behaviour have a higher impact than rewards-links to competition or marks.

Meanwhile, there should be a balancing act in the use of rewards. Very frequent, arbitrary, or overwhelmingly attractive rewards that do not correspond to learning goals result in students

being dependent on them or a loss of their inner motivation is possible. So, teachers should regard rewards Mainly as a kind of positive feedback and also a good reason for learning as well. Also, the paper finds that more field data from District Gujrat schools is required to attest the statistical influence of rewards on students' learning behaviour through frequency reliability correlation, and regression analysis.

### 13. Recommendations

- It is not good only to give incentives to students. Teachers should connect the use of incentives also with effort improvement discipline, and active participation.
- It is better to praise students verbally or recognize them in class as they will be motivated,

and at the same time, they will not get so dependent on receiving material prizes.

- Gifts and other material rewards should be given to students only rarely and equitably so that students do not only study for the prizes.
- It is important that schools lead teachers to the knowledge and practice of positive reinforcement strategies and motivational techniques that are appropriate to the age of students.
- Reward systems should be designed to includes all students and discrepancies between weak and strong students are not highlighted.
- One way how teachers reward is through feedback. Feedback helps students to be aware of the reasons why teachers value particular behaviour or performance.
- It is suggested that further study should be conducted by collecting real-field-data from public and private elementary schools of District Gujrat and perform SPSS-based analyses on them.

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