

	Target	What I have done in this assignment...
Target 1	Try and be more evaluative in your approach and use a broader range of literature to justify your recommendations.	I have used a broader range of literature and kept it current with my findings, to justify and explain.
Target 2	Aim to be explicit about examples of action being taken by the schools. Ensure you present tangible evidence to support reader understanding.	I have related what the school is doing to integrate the Curriculum for Wales, in relation to the four purposes and related it back to my findings throughout.

Jordan Danielle Davies

ECAD:7004

Professional and Pedagogic Studies:

**Researching the Learning: what, how and why am I
teaching?**

Word Count - 4696

Introduction

Building pupils' mental health and self-assurance in their early years of education is essential to their future development as learners and as individuals (Donaldson 2015). Positive reinforcement is one of the various strategies teachers utilise, and it's an efficient instrument for developing these vital qualities (Ghafar 2023). This case study aims to investigate the research question "What are Reception pupils and teachers' perceptions of the influence of positive reinforcement on pupils' emotional wellbeing and motivation?" It is crucial to comprehend how this kind of reinforcement affects young learners' emotional settings within School X in order to develop educational strategies that succeed. Being the best version of yourself is the motto of School X, demonstrating the ability to express oneself positively throughout your schooling. Based on the most recent Estyn data (2016), School X has over 400 students enrolled, with nearly 20% of them qualified for free school meals. The use of reinforcement in the classroom is commonly negative as it is seen as an effective technique for stopping a behaviour. However, when utilised alone, this strategy can have a negative impact on a learners' confidence in the classroom and their relationships with the teacher and that it should be utilised with reinforcement to create an equilibrium between the two and then create a positive classroom environment (Diedrich 2021). School X believes in employing positivity when addressing classroom behaviour, consequently any behaviour management strategies implemented should be positive rather than negative. Contributing to creating healthy, confident individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy, a core four purpose that will equip children for their future (Donaldson 2015). This should improve classroom conduct and give students greater opportunities to contribute. Furthermore, incorporating Skinner and Bandura's positive reinforcement theories corresponds with School X's approach and will add valuable insights to the case study, providing practical implications for refining educational strategies and creating a nurturing learning environment conducive to academic success and emotional well-being.

Literature review

This review will demonstrate the principles of positive reinforcement that span over a wide range of tactics and practices, from verbal praise and encouragement to concrete rewards and

incentives. These tactics, when used deliberately and successfully, have been found to improve students' self-esteem, motivation, and general emotional well-being (Storey 2023). Furthermore, positive reinforcement has been related to enhanced academic achievement (Jobirovna 2023) because students who are confident and emotionally secure are more likely to participate actively in learning activities and persevere in the face of obstacles (Diedrich 2021; Macalisang and Bonghawan 2024). Praise has been demonstrated to promote both what is appropriate conduct of students who cause disruption and the task engagement of pupils (Kennedy 2008; Universitas, Tinggi, and Ulum 2024). Ruffolo (2017) contributes to this definition by stating that positive reinforcement strategies used within the classroom environment are more efficient than those of a punishing status for developing and shaping positive behaviour. The topic of motivation is apparent when discussing positive reinforcement, Sumiati (2019) discusses that students without high motivation in learning, encounter many learning obstacles including lack of interest and commonly feel discouraged. In order to implement the use of positive reinforcement effectively, preparation and consistent performance of the suggested methods are required to ensure that positive reinforcement is cognitively suitable for early childhood education settings (Hardy, 2020). The researcher will consider this when conducting the observation within School X, in relation to how Losh (2022) discovered that students who associate their teacher with consistently used positive interactions, that they will then become more inclined to participate in the teachings and instructions given with no conflict.

Motivation is highly necessary due to the fact that it is a complex aspect of human psychology and behaviour that determines how people live and has a significant impact on a learner's attitude and learning behaviour (Sumiati, et al 2019). Within the classroom, motivation is a key instrument it is created through how the teacher creates harmony between thoughts and emotions (Arias, 2022) and it is key to get the right dynamic in order to reach this. When pupils receive positive reinforcement as a response from their actions or achievements, the teacher then creates a dynamic that the student will connect with their actions and the positive reinforcement that they then receive (Diedrich 2021). As Losh (2022) explains that this then provides the student with more opportunities to have a positive connection with their teacher and have positive interactions and fewer chances of negative interactions. Once the pupils have received the association of their actions, this can then be a great source of motivation; it serves as a form of communication to both student and teacher that a positive behaviour is followed by positive reinforcement (Universitas, Tinggi and Ulum, 2024).

There are disagreements when it comes to the various types of punishment and reinforcement (Skinner 1953). Skinner, contributes to the classroom dynamics by presenting ways in which the children can be disciplined depending on their behaviour and how it can be linked to the motivation it then creates (Diedrich 2021). Skinner's behaviourism theory, with a focus on positive reinforcement, emphasises the importance of consequences in influencing behaviour. Positive reinforcement is the process of giving a positive stimulus to improve the likelihood that a desired behaviour will occur again. Behaviorism's reliance on external factors to explain behavior neglects the role of internal processes, such as cognition and emotion, which play significant roles in shaping human actions (Dowding 2023; Miller 2023). Internal mental processes, including thoughts, beliefs, and emotions, exert a profound influence on behavior, influencing how individuals perceive and respond to their environment. Rumfola, (2017) argues that using punishing methods will never receive a positive emotion no matter the situation. However, positive reinforcement is a method that is misunderstood within the education system as it is rarely associated with discipline within the classroom (Sumiati, et al 2019). When using the method of positive reinforcement, it is essential to be considerate of how the teacher presents it to the children and how the use of genuine positive phrases and expressions can serve as a crucial pass to fulfill the need for competence amongst the students in the classroom (Losh 2022; Universitas, Tinggi and Ulum, 2024).

The narrow focus of behaviourism on external variables and observable behaviours contrasts with the larger framework of social cognitive theory, which considers both environmental influences and interior cognitive processes when studying human behaviour (Bandura, 1986). While behaviourism emphasises the role of reinforcement and punishment in moulding behaviour, social cognitive theory holds that people learn not solely through direct experiences, but also through observing and modelling others (Bandura, 1977). By taking into account cognitive elements such as attention, memory, and motivation, social cognitive theory provides a more complete understanding of how people learn new behaviours and skills (Eccles and Wigfield 2020; Schunk and DiBenedetto 2020). Furthermore, social cognition theory emphasises the role of self-efficacy beliefs in influencing behaviour, implying that people's ideas about their skills have a substantial impact on their behaviours (Bandura, 1997).

Explanation of a Case Study

Case study has many definitions, the key elements are discussed as follows. Stake (1995) goes into depth by exploring it as the examination of a single case's particularity and complexity to comprehend its behaviour within significant conditions. According to authors such as Simons (2009) it is an extensive investigation of the complexity and distinctiveness of a certain initiative, policy, organisation, plan, or system in a "real life" setting, seen from a variety of angles. The case under investigation will be an example of a class of occurrences that offers an analytical framework, or object, for the study to be carried out, and which the case clarifies and illuminates (Thomas 2017). Case studies provide advantageous insights into multifaceted procedures and detailed accounts of individual situations (Yin 2018). However, they have several drawbacks. One critique is that the conclusions from a specific case may not apply to varying settings or populations (Flyvbjerg 2006). Furthermore, researchers performing case studies may face bias and subjectivity issues since their interpretations of the data are influenced by their own viewpoints and prejudices (Yin 2018). In addition, case studies can be time- and resource-intensive, necessitating substantial effort in data gathering, analysis, and interpretation (Eisenhardt 1989; Wellington 2020). Informed consent, confidentiality, and potential participant harm are all ethical concerns that must be addressed (Yin 2018). Despite these limitations, case study researchers suggest that they can be addressed via careful planning, methodological rigour, and reporting transparency (Eisenhardt 2009).

Exploratory case studies are a methodology that takes a flexible and open-ended approach to inquiry, with the goal of delving into new or relatively uncharted areas of research. These studies are extremely valuable for developing ideas, discovering trends, and gaining early insights into complex processes. Exploratory case studies allow researchers to gain a thorough grasp of the context, processes, and interactions at hand by immersing them in the complexities of a single instance (Hancock, Algozzine and Lim 2021). Furthermore, they provide the freedom to change research questions and procedures when new insights arise during the investigation. However, exploratory case studies have significant limitations, including the subjective nature of interpretation and the limited generalisation of findings.

Exploratory case studies are frequently cited for their capacity to reveal fresh insights and offer hypotheses for further study (Yin 2018). However, they may not provide the same level of analysis as more focused or descriptive case studies (Flyvbjerg 2006). Furthermore, exploratory

case studies may encounter data gathering and analysis obstacles, as researchers must traverse unexpected complexities and uncertainties throughout the research process (Eisenhardt 2009). Despite these obstacles, exploratory case studies will be relevant because of their ability to identify unexpected occurrences and contribute to theory building as needed with this case study (Yin 2018; Miller, Porter, and Barbagallo 2023).

The participants in this study consist of the pupils and teacher within a reception class, where positive reinforcement techniques are commonly employed to support children's learning and development. In this context, the teacher utilizes positive reinforcement strategies such as praise, encouragement, and rewards to motivate and reinforce desired behaviors among the young learners. The reception class provides an ideal environment to observe how positive reinforcement is implemented in practice and its effects on students' engagement, participation, and academic progress. By examining the interactions between the teacher and pupils within this setting, researchers can gain valuable insights into the efficacy of positive reinforcement techniques in early childhood education.

Convenience sampling was employed in the study, with participants consisting of the pupils and teacher within a reception class. Given the necessity to read the questionnaire to the students, selecting individuals who could understand the questions was critical to ensuring useful data collection. The use of this approach intended to create a safe environment for the students, as the researcher emphasised their right to leave at any time and the necessity of understanding the questions posed. Convenience sampling provides multiple advantages. It allows for quick and straightforward data collection, making it beneficial for time-sensitive research. Furthermore, convenience sampling uses readily available individuals to quickly meet requirements and collect data (Johnson and Christensen 2014). Nonetheless, convenience sampling has considerable downsides. The most noticeable is sampling bias, which causes subgroups in the sample to be underrepresented in relation to the target population (Obilor 2018). As a result, conclusions obtained from convenience samples may not be applicable to the larger population, reducing the technique's external validity. Furthermore, convenience sampling lacks the ability to identify inequalities between population subgroups, which reduces its efficiency in obtaining various opinions (Obilor 2023). Thus, when using convenience sampling methods, the researcher must exercise caution in interpreting the data.

Research Methods

Observation

Classroom observation is a significant research approach that provides insights into instantaneous interactions, teaching practices, and engagement among pupils (Morgan 1997). Morgan (1997), continues to comment on how direct observation allows for the investigation of verbal, nonverbal signs and subtle dynamics that may be missed by other methods. One of its primary advantages is its capacity to capture the intricacies of teaching and learning in authentic educational contexts, thereby providing researchers with rich, contextualised data. Observational studies allow researchers to identify patterns, trends, and opportunities for improvement in teaching practices and curriculum design (Jackson 2013). However, classroom observation has limits, including the possibility of observer bias, subjectivity in interpretation, and the inability to capture key components of teaching and learning, such as internal thought processes or long-term results (Granström, Kikas and Eisenschmidt 2023). Furthermore, the presence of an observer may disrupt the natural dynamics of the classroom, influencing the behaviour of both teachers and pupils. Despite these limitations, when paired with other research approaches, classroom observation is an effective tool for acquiring deeper insights into educational practices (Ritchie 2021; Whitchurch High School 2023).

The Classroom Assessment Scoring System (CLASS), developed by Pianta, LaParo, and Hamre (2008), serves as a comprehensive observational tool for assessing classroom interactions between teachers and students, spanning early years through all schooling ages. CLASS links teacher behaviors with student achievement, examining emotional support, classroom organization, and instructional support. It also delves into the dimension of behavior management, which includes positive reinforcement strategies (Ofsted 2018; Mepham 2023). These strategies, such as reinforcing positive behaviors and redirecting unwanted behaviors, are observed and evaluated within the behavior management dimension. Moreover, CLASS emphasizes the importance of creating a positive relationship between teachers and students, highlighting its role in enhancing the learning environment through effective interactions. Data collection for CLASS involved observers present in the classroom throughout the entire lesson, mapping and scoring specific behaviors and practices (Filmer, Molina, and Wane 2022).

The use of observation is key to gaining knowledge on how the classroom works throughout the session as this can be a major factor to a student's learning. Stake (1995) comments on how the use of observation can be used to gain a holistic understanding of the case and the context that may arise and the complexities that could result. How the teacher establishes the learning to the students to ensure they know that the learning time has begun (Whitchurch High School 2023). Witnessing how the teacher interacts with the students and how the students interact with the teacher (Ofsted 2018). The use of observation allows the researcher to then unfold this information of the interactions between pupil and teacher and identify any expected or unexpected results that could then influence the final outcomes of the case study (Patton 2008).

Questionnaire

Substantial amounts of data can be swiftly gathered with quantitative questionnaires, which simplifies analysis. Participants might, however, have trouble processing complex data and are unable to ensure the veracity or depth of thought of respondents, which could compromise validity. When creating and using questionnaires, the use of clear and unambiguous language is crucial to be understood by the participants and then reduce errors or misinterpretations (Strange, Forest and Oakley 2003; Dillman 2014; Alvesson and Einola 2021). Questionnaires allow researchers to systematically analyse data, identify patterns, and draw general conclusions across various groups by asking closed-ended questions with predetermined response choices (Cozby 2020; Holmes 2023). Using the correct form of questioning is key to gain the appropriate knowledge of how the pupils feel toward a certain action made by the teacher.

Conducting questionnaires in a reception classroom setting to assess emotional well-being provides useful insights, however it additionally possesses limitations. Questionnaires offer an organised approach to investigating young children's emotional experiences and needs, offering insight on topics such as self-regulation, social relationships, and general mood (Holmes 2023). Gilber, (2016) explains that questionnaires improve comparability and uniformity in data collecting, allowing researchers to uncover trends, collections, and associations within and across diverse groups and that questionnaires can be tailored to specific studies, allowing the flexibility of using it across various groups which in this case is focusing on reception age children (Gilber 2016; Aithal and Aithal 2020). Focusing primarily on emotional well-being allows

researchers to acquire a better knowledge of the emotional surroundings in reception classrooms, potentially finding areas of concern or strength. The use of questionnaires allows the pupils to communicate about possibly uncomfortable questions about their emotions without it feeling threatening or uncomfortable (De Vaus 2014). However, depending simply on questionnaires may miss the intricacies of emotional expression and interpretation, especially in young children who may fail to express themselves well through written responses. Furthermore, questionnaire-based assessments may not capture the dynamic character of emotional experiences or account for individual differences in coping methods and support systems.

The Wong-Baker FACES Pain Rating Scale (1983) is a commonly used tool in healthcare settings, notably for determining pain intensity in children (Castiello 2022). It is made up of a succession of faces, ranging from a happy face symbolising "no hurt" to a crying face denoting "worst hurt." This scale is especially successful with reception-age pupils as it provides a visual depiction of emotions, allowing them to express themselves in a simple and nonverbal way. Using this measure, the researcher could elicit real responses from young children who may have struggled to express their feelings verbally.

Researchers may utilise questionnaires to determine how children react and perceive positive reinforcement methods, such as praise or rewards, in influencing their emotional experiences. Positive reinforcement has the ability to increase young learners' sense of competence, independence, and connection, consequently establishing a healthy emotional environment in the classroom. Researchers may identify which reinforcement methods are most efficient at eliciting positive emotional reactions and improving overall well-being by gathering data from pupils as well as teachers. Using questionnaires to collect this information can be beneficial as responses may be more accurate with little measurement error (DeVaus 2014). However, it is vital to recognise that the emotional impact of positive reinforcement varies according to individual characteristics and environmental circumstances. Some children benefit from praise and encouragement, while others find it overwhelming or ineffective (Losh 2022).

Data Analysis

The observations obtained during the study will be documented using field notes. Field notes will be extensive written records that capture the intricacies of observed behaviours,

interactions, and contextual elements as they occurred. These notes will be rich in qualitative data, providing insights into the dynamics of the observed context (Mezmir 2020; McLeod 2023). The reporting of observation data seeks to provide a thorough picture of the phenomena under study by combining qualitative and quantitative methodologies, hence increasing the rigour and depth of the research findings (Maxwell 2019).

The questionnaire data will undergo thorough analysis, employing a comprehensive approach that combines descriptive statistics and visual representations. These statistical measures will provide a nuanced understanding of the data's distribution, offering insights into key tendencies and variations within the responses (Alvesson and Einola 2021; McLeod 2023). Furthermore, visual aids such as pie charts will be strategically utilized to visually illustrate the distribution of responses across different questionnaire questions. These visual representations will not only enhance the comprehension of the data but also enable the identification of patterns, trends, and correlations among the responses (Kotronoulas, et al 2023). By integrating both descriptive statistics and visual aids, the presentation of questionnaire results will be comprehensive and insightful, offering a detailed exploration of the attitudes, opinions, and behaviors captured by the questionnaire. This multifaceted analytical approach ensures that the findings are presented in a manner that is both informative and accessible, allowing for a thorough understanding of the dataset and its implications.

Ethical Consideration

Ethical considerations play an essential role in educational research, assuring participants' safety and well-being while maintaining the study's integrity. According to the British Educational Research Association (BERA) guidelines (2018), ethical research practices include a variety of concepts and norms designed to promote respect, fairness, and transparency in the research process. Researchers must acquire informed permission from participants to ensure they understand the study's objective, procedures, and potential dangers. Furthermore, confidentiality and anonymity must be maintained, safeguarding participants' privacy and sensitive data. Researchers are also required to minimise harm while maximising benefits for participants, thereby creating a safe and supportive study environment. Furthermore, issues of power dynamics, cultural sensitivity, and inclusivity are critical in creating equitable and respectful research procedures. Adhering to these ethical guidelines is essential for conducting rigorous and responsible educational research that contributes positively to the field.

In adherence to ethical guidelines, the researcher initiated the study by formulating an ethics form (Appendix 1). This protocol, subsequently presented to the university's panel, delineated the research objectives and outlined measures to safeguard confidentiality and prevent external access to the data. Following approval, a consent form (Appendix 2) was meticulously crafted and disseminated to parents, providing them with the initial opportunity to opt-out of their child's participation. Throughout the study, participants were consistently reminded of their right to withdraw at any juncture. Given that the participants comprised reception-age children, a non-verbal communication tool employing smiley and sad faces was introduced. This method facilitated interaction between the researcher and participants, allowing them to express their desire to continue or withdraw from the study.

Analysis of Results

The findings highlight many key elements about the impact of positive reinforcement on pupil well-being and classroom dynamics. To begin, from the observation (Appendix 3) pupils' overwhelmingly positive emotional responses demonstrated the effectiveness of positive reinforcement tactics such as verbal praise and material rewards. These tactics not only increased feelings of accomplishment and joy, but also promoted active participation and cooperation from the pupils (Macalisang and Bonghawan 2024). Second, the findings highlight the necessity of the teacher using individualised reinforcement approaches, as pupils' preferences and responses to various forms of praise and rewards differed greatly (Hardy 2020). Tailoring reinforcement approaches to students' specific needs and preferences proved critical for increasing engagement and motivation. Third, positive reinforcement was shown to greatly improve students' enthusiasm and involvement in classroom activities, resulting in higher effort and persistence in tasks (Diedrich 2021). Finally, the building of a supportive learning environment emerged as a prominent element, with positive reinforcement helping to establish positive interactions between pupils and teachers while increasing pupil's sense of belonging and well-being (Losh 2022). These studies demonstrate the transforming power of positive reinforcement in improving pupil well-being, motivation, and learning outcomes.

The observation revealed a holistic approach to positive reinforcement, as indicated by the teacher's various tactics for encouraging desired behaviour in pupils (Obilor 2018). Students

were driven to display positive behaviours via verbal praise, nonverbal indicators, and a star chart-based token system, fostering collaboration and shared accountability (Ghafar 2023). The teacher's personalised approach to praise and recognition, as well as the collective reinforcement of good behaviour, helped to create a happy and supportive learning environment (Arias, Soto-Carballo, and Pino-Juste 2022). However, the observation highlighted the significance of adapting reinforcement strategies to individual pupils, as not all students were equally engaged (Hardy 2020).

The questionnaire (Appendix 4) results revealed extensive insights into students' emotional responses to positive and negative reinforcement scenarios (Sim and Wright 2000). The majority of students reported feeling extremely happy when they received praises (figure 1) or appreciation (figure 2) highlighting the positive influence of verbal acknowledgment on their emotional well-being. Furthermore, actual reinforcement in the form of stickers or stars resulted in significant happiness across all students, demonstrating the effectiveness of incentive systems in motivating positive behaviour (Johnson & Christensen 2014). However, mean-spirited comments elicited negative emotional responses from the majority of students (figure 3), emphasising the negative impacts of negative feedback on students' self-esteem (Bornstein, Jager and Putnick 2017).

When someone says nice things to me, I feel:

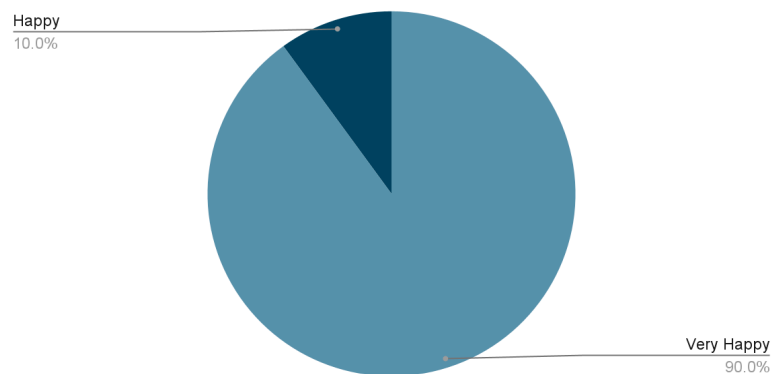


Figure 1, a pie chart showing how the pupils feel after receiving kind words.

When I help a friend, and they say "thank you," I feel:

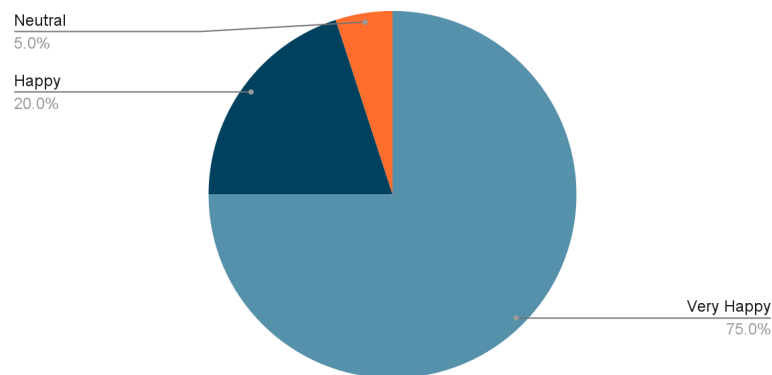


Figure 2, a pie chart indicating how the pupils feel when receiving a compliment such as "thank you".

If someone says something mean to me when I'm trying my best, I feel:

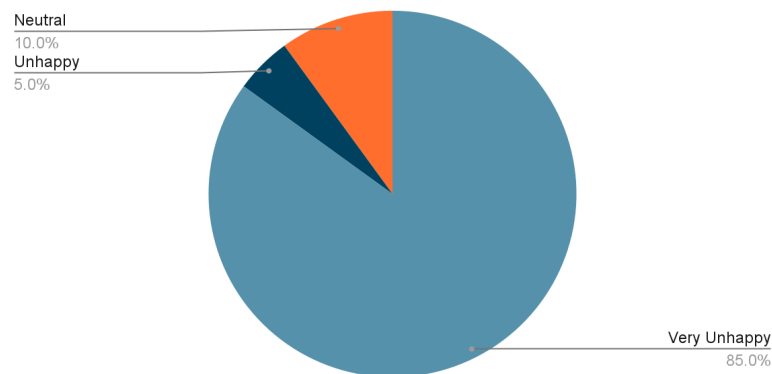


Figure 3, a pie chart revealing how the pupils feel when unkind words are said to them.

Positive reinforcement is crucial for fostering a supportive learning environment and improving emotional well-being among students, according to the observations and questionnaire results (Barrientos 2011; Camacho-Miñano and Del Campo 2015; Morilla-García and García-Jurado 2019). Both sets of studies highlight the importance of personalised praise, collective reinforcement of excellent behaviours, and the use of physical rewards to motivate pupils and create cooperation.

A significant outcome from both the questionnaire responses and the observation was pupils' overwhelming positive response when rewarded with stickers or stars for their positive activities. This research emphasises the importance of concrete reinforcement for pupils' emotional well-being and the efficacy of incentive systems in promoting positive behaviour (Johnson and

Christensen 2014). The observation confirmed this finding, as students' quick positive reactions to earning stickers or stars indicated the actual benefits of such reinforcement tactics in real-time classroom settings.

Moving forward, these findings will shape future teaching methods by giving significant insights into the effective implementation of positive reinforcement strategies in the classroom.

Understanding students' and teachers' perspectives on the use of positive reinforcement allows educators to modify their techniques to better match their students' needs and preferences, ultimately improving their emotional well-being. Incorporating these findings into teaching strategies can improve classroom dynamics, increase student engagement, and contribute to a more supportive and conducive learning environment that promotes both academic advancement and overall well-being. Furthermore, by comprehending the impact of positive reinforcement on both students' emotional well-being and academic achievement, educators can implement these tactics to foster a positive classroom culture that promotes students' overall growth. Overall, the findings of this study will influence and enrich future teaching practices, promoting a learning environment in which students thrive emotionally, academically, and socially.

Conclusion and Recommendations

Upon conducting a critical analysis of the research study, various aspects ought to be taken into account. The data collection methods, which included observations and questionnaires, proved trustworthy for investigating the impact of positive reinforcement on pupil behaviour and emotional well-being. While these methodologies gave useful insights, it's important to recognise their limitations. The observational data could have been influenced by observer bias (Granström Kikas and Eisenschmidt 2023), whereas questionnaire responses could have been influenced by social desirability bias (De Vaus 2014). Despite these potential limitations, the findings provide significant information about the efficacy of positive reinforcement methods in the classroom.

Regarding validity, efforts were made to establish the data's credibility and trustworthiness by cross-referencing and participant verification following BERAs (2018) guidelines. However, future research might take extra steps to improve validity, such as using various data collection

methods and combining varied perspectives. For the purpose of future study, I want to look at the long-term impacts of positive reinforcement on motivation among pupils, academic achievement, and socioemotional development (Sumiati, et al 2019). Furthermore, studying the varying effects of various reward systems on different student demographics should provide useful insights for inclusive teaching approaches (Ghafar 2023).

Based on the findings of this study, various recommendations can be offered to improve teaching practices and encourage favourable student outcomes. To begin, educators should prioritise the implementation of positive reinforcement tactics in their classrooms, emphasising the value of vocal praise, physical rewards, and nonverbal indicators in recognising and encouraging desired behaviours (Obilor 2018). This can help create an engaging and inclusive environment for learning in which students are valued and driven to participate actively in their learning experience and build upon the core purpose of healthy, confident individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy (Donaldson 2015). Building upon pupils' mental development throughout their education.

In terms of interventions, one viable method is to develop and implement a school-wide positive behaviour support programme, as demonstrated by School X. Donaldson (2015) emphasises the necessity of collaborative efforts within schools to fulfil the goals outlined in the Curriculum for Wales. Schools can successfully implement positive behaviour support initiatives by encouraging collaboration among teachers, administrators, pupils, and other stakeholders. These initiatives can use appropriate reinforcement, social-emotional learning, and restorative methods to foster a positive educational environment and address behavioural difficulties on a proactive basis. Collaboration allows schools to harness the knowledge and resources of diverse stakeholders to ensure programme success and promote positive results for all pupils.

Moving forward, the findings of this study may inform future research into the long-term impacts of positive reinforcement on pupil achievement, as well as the efficacy of specific reinforcement tactics for distinct student populations. Furthermore, a comparison study is suggested to be undertaken to compare the efficacy of positive reinforcement in contrast to alternative behaviour management approaches in various educational settings (Diedrich 2021; Ghafar 2023).

Reference List

- Aithal, A. and Aithal, P. (2020). Development and Validation of Survey Questionnaire & Experimental Data -A Systematical Review-based Statistical Approach. *IJMTS) A Refereed International Journal of Srinivas University*, 5(2), pp.2581–6012. doi:<https://doi.org/10.5281/zenodo.4179499>.
- Arias, J., Soto-Carballo, J.G. and Pino-Juste, M.R. (2022) 'Emotional intelligence and academic motivation in primary school students', *Psicologia (Universidade Federal do Rio Grande do Sul. Impresso)*, 35(1). Available at: <https://doi.org/10.1186/s41155-022-00216-0>.
- Alvesson, M. and Einola, K. (2021) Behind the Numbers: Questioning Questionnaires - *Journal of Management Inquiry*. Available at: <https://journals.sagepub.com/doi/10.1177/1056492620938139> (Accessed: 20 April 2024).
- Bell, C.A. et al. (2018) 'Qualities of classroom observation systems', *School Effectiveness and School Improvement*, 30(1), pp. 3–29. Available at: <https://doi.org/10.1080/09243453.2018.1539014>.
- Bergmark, U. (2020) 'Teachers' professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development', *Professional Development in Education*, 49(2), pp. 1–15. Available at: <https://doi.org/10.1080/19415257.2020.1827011>.
- British Educational Research Association (BERA) (2018) Ethical Guidelines for Educational Research. Available at: https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101. doi: 10.1191/1478088706qp063oa.
- Castiello, L. (2022). *Wong-Baker pain scale: Uses, benefits, and more*. [online] www.medicalnewstoday.com. Available at: <https://www.medicalnewstoday.com/articles/wong-baker-pain-scale> [Accessed 3 May 2024].
- Cozby, P.C. and Bates, S. (2020). *Methods in behavioral research*. 14th ed. New York, Ny: Mcgraw-Hill Education.
- Davies, A. (2009). *International journal of project management*. Guilford, Surrey: Butterworths.
- DeVaus, A. (2014). *Surveys in social research*. London: Sydney Allen & Unwin.
- Diedrich, J. (2010). *Motivating Students Using Positive Reinforcement Item Type thesis*. [online] Available at: <http://hdl.handle.net/20.500.12648/5977> [Accessed 1 May 2024].
- Dillman, D.A., Smyth, J.D. and Christian, L.M. (2014). *Internet, phone, mail, and mixed-mode surveys : the tailored design method*. 4th ed. Hoboken, New Jersey: Wiley.

- Donaldson, G. (2015). *Successful Futures*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [Accessed 01 May. 2024].
- Dowding, K. (2023) 'Behavioural Evidence, Yes; Normative Behaviourism, No', *Political Studies Review*, 21(3), pp. 447-453. Available at: <https://doi.org/10.1177/14789299231157999>.
- Eccles, J.S. and Wigfield, A. (2020) 'From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation', *Contemporary educational psychology*, 61, pp. 101859–101859. Available at: <https://doi.org/10.1016/j.cedpsych.2020.101859>.
- Eisenhardt, K.M. (2009). Building theories from case study research. *The Academy of Management Review*, 14(2). doi:<https://doi.org/10.3280/so2008-002004>.
- Filmer, D., Molina, E. and Wane, W. (2022). *Identifying Effective Teachers: Highlights from Four Classroom Observation Tools*. [online] RISE Programme. Available at: <https://riseprogramme.org/publications/identifying-effective-teachers-highlights-four-classroom-observation-tools.html> [Accessed 20 Apr. 2024].
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), pp.219–245. doi:<https://doi.org/10.1177/1077800405284363>.
- Ghafar, Z. (2023). Positive Reinforcement: An Approach to Enhancing Accountability and Drive among Students. *International Journal of Applied Educational Research* , 1(1). doi:<https://doi.org/10.59890/ijaerv1i1.442>.
- Gibbs, A.C.C. (2002) "Data analysis," *Clinical radiology*, 57(12), pp. 1128; author reply 1128-. Available at: <https://doi.org/10.1053/crad.2002.1121>.
- Gilbert, N. and Stoneman, P. (2016). *Researching social life*. Thousand Oaks, CA, US: Sage Publications, Inc.
- Granström M., Kikas, E. and Eisenschmidt, E. (2023) 'Classroom observations: How do teachers teach learning strategies?', *Frontiers in education*, 8. Available at: <https://doi.org/10.3389/feduc.2023.1119519>.
- Hancock, D.R., Algozzine, B. and Lim, J. (2021) *Doing Case Study Research : A Practical Guide for Beginning Researchers*. 4th ed. New York, NY: Teachers College Press.
- Hardy, J. K. and McLeod, R. H. (2020) 'Using Positive Reinforcement With Young Children', *Beyond Behavior*, 29(2), pp. 95-107. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/1074295620915724>.
- Holmes, A.G.D. (2023). The Design and Use of Questionnaires in Educational Research: A New (Student) Researcher Guide. *Innovare Journal of Education*, 11(3), pp.1–5. doi:<https://doi.org/10.22159/ijoe.2023v11i3.47599>.

Jackson, K. and Bazeley, P. (2013). *Qualitative data analysis with NVivo*. London ; Los Angeles I.E. Thousand Oaks, Calif.: Sage Publications.

Jobirovna, A. J. (2023) "Engaging Classroom Strategies: Fostering Active Participation among Students ", *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(9), pp. 155–161. Available at: <http://grnjournal.us/index.php/STEM/article/view/1379>

Johnson, R. (2014). *Educational Research Quantitative, Qualitative, and Mixed Approaches*. London: Sage Publications, Inc.

Kennedy, C. and Jolivet, K. (2008) 'The Effects of Positive Verbal Reinforcement on the Time Spent outside the Classroom for Students with Emotional and Behavioral Disorders in a Residential Setting', *Behavioral disorders*, 33(4), pp. 211–221. Available at: <https://doi.org/10.1177/019874290803300402>.

Kotronoulas, G. et al. (2023) 'An Overview of the Fundamentals of Data Management, Analysis, and Interpretation in Quantitative Research', *Seminars in oncology nursing*, 39(2), pp. 151398–151398. Available at: <https://doi.org/10.1016/j.soncn.2023.151398>.

Losh, A. (2022) *The Impact of Positive, Supportive Classroom Environments for Young Autistic Children: Positive Reinforcement and Student-Teacher Relationships*, Escholarship.org. Available at: <https://escholarship.org/uc/item/0fp9g0vz> (Accessed: 2 April 2024).

Macalisang, D. and Bonghawan, R.G. (2024). Teachers' Learning Reinforcement: Effects on Students' Motivation, Self Efficacy and Academic Performance. *International Journal of Scientific Research and Management (IJSRM)*, 12(02), pp.3218–3228. doi:<https://doi.org/10.18535/ijssrm/v12i02.el08>.

Maxwell, J.A. (2019) 'Distinguishing Between Quantitative and Qualitative Research: A Response to Morgan', *Journal of Mixed Methods Research*, 13(2), pp. 132-137. Available at: <https://doi.org/10.1177/1558689819828255>.

McLeod, S. (2023). *Qualitative Vs Quantitative Research Methods & Data Analysis*. [online] Simply Psychology. Available at: <https://www.simplypsychology.org/qualitative-quantitative.html> [Accessed 4 May 2024].

Mephram, J. (2023). *Classroom observations: Judgements or conversations?* [online] Headteacher Update. Available at: <https://www.headteacher-update.com/content/best-practice/classroom-observations-judgements-or-conversations/> [Accessed 20 Apr. 2024].

Mezmir, E.A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*, 10(21). doi:<https://doi.org/10.7176/rhss/10-21-02>.

Miller, E., Porter, J. and Barbagallo, M. (2023) "Simplifying Qualitative Case Study Research Methodology: A Step-By-Step Guide Using a Palliative Care Example," *Qualitative report*, 28(8), pp. 2363–2379. Available at: <https://doi.org/10.46743/2160-3715/2023.6478>.

Miller, D. (2023) 'Why Normative Behaviourism Fails', *Political Studies Review*, 21(3), pp. 441-446. doi: 10.1177/14789299221146056.

Morgan, D.L. (1997). *Focus groups as qualitative research*. Thousand Oaks, Calif. Sage Publ.

Obilor, E. I. (2018). *Fundamentals of research methods and statistics in Education and Social Sciences*. Port Harcourt: SABCOS Printers & Publishers.

Obilor, E.I. (2023) Convenience and purposive sampling techniques: Are they the same?, *International Journal of Innovative Social & Science Education Research*, pp. 1–7. Available at: <https://seahipaj.org/journals-ci/mar-2023/IJISSER/full/IJISSER-M-1-2023.pdf>.

Ofsted (2018). *Six models of lesson observation: an international perspective*. [online] gov.uk. Available at: https://assets.publishing.service.gov.uk/media/5afee5bbe5274a50732a61be/Six_models_of_lesson_observation.pdf [Accessed 20 Apr. 2024].

Patton, M.Q. (2008). *Utilization-focused evaluation*. Thousand Oaks, Calif.: Sage Publications.

Pianta, R.C., La, K.M. and Hamre, B.K. (2008). *Classroom assessment scoring system (CLASS) manual*. Baltimore, Md: Paul H. Brookes Pub. Co.

Ritchie, D. (2021). *The Importance of Classroom Observation*. [online] www.codimg.com. Available at: <https://www.codimg.com/education/blog/en/classroom-observation#co5> [Accessed 20 Apr. 2024].

Rumfola, L. (2017) *Positive Reinforcement Positively Helps Students in the Classroom*. Available at: <http://neerigenbrookps.wa.edu.au/wp-content/uploads/2022/01/Positive-Reinforcement-Professional-Reading.pdf>.

Schunk, D.H. and DiBenedetto, M.K. (2020) 'Motivation and social cognitive theory', *Contemporary educational psychology*, 60, pp. 101832–101832. Available at: <https://doi.org/10.1016/j.cedpsych.2019.101832>.

Seale, C. (2004). *Qualitative Research Practice*. London: Sage.

Storey, K. (2023). *Positive Behaviour Supports in Classrooms and Schools* (3rd Edition). Illinois: Charles C Thomas Publisher.

Strange, V., Forest, S. and Oakley, A. (2003). Using research questionnaires with young people in schools: the influence of the social context. *International Journal of Social Research Methodology*, 6(4), pp.337–346. doi:<https://doi.org/10.1080/1364557021000024749>.

Simons, H. (2009) *Case Study Research in Practice*. London: Sage Publications, Inc.

Stake, R. E. (1995) *The art of case study research*. London: Sage Publications, Inc.

Skinner, B.F. (2015). *Cumulative Record*. Iowa: B. F. Skinner Foundation.

Sumiati, T et al. (2019) 'Building children's learning motivation through positive reinforcement in science and math classroom', *Journal of Physics: Conference Series*, 1318(1), pp. 012023–012023. Available at: <https://doi.org/10.1088/1742-6596/1318/1/012023>.

Thomas, G. (2017) *How to do your research project A guide for students* (3rd ed). London: Sage Publications Inc

Universitas, M., Tinggi, P. and Ulum, D. (2024). ENHANCING CHILDREN'S LEARNING MOTIVATION THROUGH POSITIVE REINFORCEMENT: A CLASSROOM COMMUNICATION STRATEGY. *Journal of English Language Teaching and Applied Linguistics*, 10(1), pp.81–95. doi:<https://doi.org/10.52657/js.v10i1.2289>.

Wellington, J. (2015) *Educational Research: Contemporary Issues and Practical Approaches*. London: Bloomsbury Academic. Available at: <http://dx.doi.org/10.5040/9781474236966> (Accessed: May 6, 2024).

Whitchurch High School. (2023). *Ysgol Uwchradd Yr Eglwys Newydd POLICY STATEMENT - PERFORMANCE MANAGEMENT POLICY*. Available at: <https://www.whitchurchhs.wales/Governors/Policies/PerformanceManagementProcedure.pdf> [Accessed 20 Apr. 2024].

Yin, R.K. (2018). *Case Study Research and Applications: Design and Methods*. (6th ed). Thousand Oaks, California: Sage Publications.