

# Contemporary reward system and its relation to students' motivation and level of performance in Edukasyon sa Pagpapakatao 8

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## Abstract

The paper therefore focuses on the effectiveness as school based reward system towards enhancing students' performance in secondary school. Research is conducted to examine the effects of rewards on extrinsic and extrinsic motivation in general curriculum and Special Science for Secondary education. Motivating our students to learn and participate in classroom activities can be very hard in establishing positive learning environment inside the classroom. In order to stimulate learning and motivate good behaviour, lots of teachers use rewards system to inspire their students. The objectives of the research are to develop appropriate behaviour, increased motivation, produce enthusiastic students, and to boost self-esteem. It improves achievement and test score to become more productive because they are expose to different kinds of rewards and recognition. The researcher used a quasi and experimental research design (Pre-test-Post-test Control Group Design) to analyse collected primary data. And also extensively used published literature concerning the role of rewards systems in the performance of Grade 8 Esp. students of Los Banos National High School Batong Malake. The research supports the assumption that a well-developed and functional reward system can increase students' motivation and performance.

*Keywords:* Academic performance; Edukasyon sa Pagpapakatao 8; secondary education; student motivation; reward system

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## 1. Context and Rationale

Motivating our students to learn and participate in classroom activities can be very hard in establishing positive learning environment inside the classroom. In order to stimulate learning and motivate good behaviour, lots of teachers use rewards system to inspire their students. The use of rewards within the classroom is a form of intrinsic and extrinsic motivation for students, encouraging them to participate cooperatively in academic and social learning experiences (Hoffman, Huff, Patterson & Nietfield, 2009).

This action research showed some motivational and creative reward systems that can be administered to students. Reward system that develops appropriate behaviour, increased motivation, produce enthusiastic students, and to boost self-esteem. It improves achievement and test score to become more productive because they are expose to different kinds of rewards and recognition. Rewards system had been used in schools, companies and employees as motivation. Motivation and reward system entice students to be more efficient, to get high grades and to develop their skills.

Traditionally, students were rewarded for showing good behaviour even before the development of Skinner's theory of operant conditioning. Operant conditioning means that if reinforcement was delivered after certain behaviour, that particular behaviour will be strengthened. Options must be given to students to give them opportunity to make a decision and made them feel to have control over their environment and learning (Adelman, 1989; Amabile and Gitomer, 1984; Kohn, 1993; Ryan and Grolnick, 1986). Students also

need to receive instruction in self-reliant behaviours such as goal setting as their guide (DeCharms, 1972; Fewell, 1984).

The researcher believed that suggestions can be used with a whole class reward system. This allows students to recognize the validity of the system. It is also important to involve students in the choice of rewards to ensure that they will be motivated by the set rewards.

The researcher conducted an action research to find out if contemporary reward system techniques have significant relationship to students' motivation and level of performance in Edukasyon sa Pagpapakatao

### *1.1. Innovation, Intervention and Strategy*

Extrinsic and intrinsic rewards must be given with proper consistency and timing. By adhering to consistency, this establishes a pattern of habit of good behaviour among students. For example, the teacher has to give the contingency reward immediately after the target behaviour is shown by the student. It should not be prolonged nor delayed as this would not be as effective as motivator for students. The teacher also has to give the reward with proper time frame. If the reward is readily available for students, this would wane the effect of the reward. One effective strategy that teacher can use would be charting the reward in small tasks or quests so students can track the progress of their behaviour.

To elicit the positive behaviour, the reward system must have a specific goal to meet. The objective of the activity must be conveyed clearly before the reward to effectively use the reward system. For example, the teacher has to give the lesson objective beforehand, so that students can visualize if the contingency reward is fit to the objective set by the teacher. The reward should be used as conditioned reinforcers.

The extrinsic reward must be tailored according to the student's preference and needs. There is no single type of reward that applies to all students. For example, stickers as reward may work for student A but not for student B. Hence, preferential reward must be outlined first before the reward will be given. In addition, variation of reward must be applied to avoid satiation effects. If stickers were given in the first quarter, another contingency reward must be applied by next quarter. This is to maintain the effect of the reward, as one general reward tends to plateau the effect, rather than boosting it.

Reward system must be physical" or "non-physical" type of token it has a greater incentive value than a single type of reward.

### *1.2. Action Research Questions*

- What is the level of achievement in Edukasyon sa Pagpapakatao 8 before the implementation of contemporary reward system?
- What is the level of students' achievement in Edukasyon sa Pagpapakatao 8 after the implementation of contemporary reward system?
- Is there a significant difference before and after implementing reward system?

## **2. Action Research Methods**

This action research utilized a quasi and experimental research design (Pre-test-Post-test Control Group Design) to analyse collected primary data and to determine the effectiveness of performance and its possible effect to the mean gain score on achievement of the students concerning the role of rewards systems in the performance of Grade 8 EsP students of Los Baños National High School-BM. This research also took the importance of rewarding and high performing students.

The two groups were taught the same lessons for one quarter June – August 2019. The control group was taught using the single teaching with similar activities approach while the experimental group was taught using rewards system during the lesson proper and sets of activities.

### 2.1. Participants and/or other Sources of Data and Information

The respondents of the study were 103 student participants from Grade 8 Taal and Grade 8 Makiling enrolled in Los Baños National High School-BM during first quarter (June-August) of school year 2019 – 2020.

To determine the effect of Contemporary Reward System techniques and its relation to students' motivation and level of performance in Edukasyon sa Pagpapakatao 8 which is a type of intervention that incorporates terminologies before the class starts, the students were subjected to classes with and without intervention.

### 2.2. Data Gathering Methods

The research gave letter of permission to conduct research to the school principal for approval. After seeking the approval from the principal, the teacher-researcher started the experiment for one quarter.

The researcher gave pre-test and post-test. The score of both pre-test and the post-test were taken and these data were collected and coded using mean, standard deviation and t-test of significant difference between the control group and experimental group.

## 3. Discussing of Result and Reflection

The result of the pre-test of the two groups is presented in Table 1.

Table 1 Level of Achievement before the Rewards system

	Mean	Standard Deviation (SD)	MPS
<b>Control Group (CG)</b>	26.77	3.65	38.24
<b>Experimental Group (EG)</b>	24.22	2.92	34.60

The table shows the level of Achievement in Edukasyon sa Pagpapakatao before the implementation of contemporary reward techniques between two groups of students. This reveals that the level of achievement in control group had a weighted mean of 26.77, SD 3.654 and MPS 38.24 while the experimental group had a weighted mean of 24.22, SD 2.92 and 34.60 MPS. This means that the difference between the groups is 2.55. With the given data showed that the control group is better than the experimental group.

Chance (1991, p200) states. "To teach using extrinsic rewards is analogous to asking our students to learn to draw with their eyes closed." He noted that praise from the teacher was a common yet effective extrinsic reward. Chance (1993) noted that other types of extrinsic rewards can be non-verbal and be as simple as a smile or a wink. Another common extrinsic motivator is the reward-usually a tangible object.

Tominson (2009) claimed that pupil's differences should be addressed and the two groups became an ideal grouping for which the experiment was conducted concerning

Table 2. Level of Achievement after Implementation of the Reward System

	Mean	Standard Deviation (SD)	MPS
<b>Control Group (CG)</b>	47.62	5.11	68.02
<b>Experimental Group (EG)</b>	50.48	4.11	72.11

The data in table indicates a significant improvement in the performance of the experimental group. This reveals that the level of achievement after the implementation the control group had a weighted mean of 47.62, SD 5.11 and MPS 68.02 while the experimental group had a weighted mean of 50.48, SD 4.11 and 72.11 MPS. Students expressed appreciation of the rewards system through increased participation in discussion. The post test of the experimental group is higher were students were motivated by words of affirmation and encouragement. Based on the data collected this study proved that rewards systems do have some impact on student's motivation in EsP.

Educational psychologists have long recognised that motivation is important for supporting student learning (Lai, 2011, p.4). According to Anita Woolfolk (2001, p. 366) motivation speaks to "the internal state that arouses, directs and maintains behaviour". This same motivation psychologists have discovered can be broken down into two categories: intrinsic and extrinsic motivation (Woolfolk, 2001).

Table 3 Level of Motivation and Performance

		Control Group (CG)	Experimental Group (EG)	T-value	P-value
<b>Pre test</b>	<b>Mean</b>	26.77	24.22	3.884	0.0002
	<b>SD</b>	3.65	2.92		
<b>Post test</b>	<b>Mean</b>	47.62	50.48	3.099	0.0025
	<b>SD</b>	50.48	4.14		

The table above shows that there is significant difference between the pre-test mean scores of the experimental and control group. This means that indeed, both groups are comparable. Hence an intervention was given to the experimental group to see its effects on students' performance. Meanwhile, results of the post-test revealed that there had affected the performance of the control and experimental group considering that the experimental group was effective as it yields higher mean performance score as compared to the control group.

Data suggest that both approach in teaching increased the achievement but remarkable increase was noted in the group taught with reward system.

Rewards can get individual to perform better and it also promotes motivation and satisfaction. It may also be a good way to retain important workers in the organization and reward can also get the employee to feel important and needed. If good performance in the organization is rewarded, it will most likely happen again (Nilsson & Vole, 2013)

#### 4. Findings

This part involves the process of the teaching and learning in Edukasyon sa Pagpapakatao by implementing rewards system to make the students well motivated in learning EsP, so that their achievement will increase.

The research findings revealed that the rewards system were effective in enhancing the performance level and motivation of the experimental group.

The research used different rewards system physical and non-physical (intrinsic and extrinsic) among the experimental group; the student's activity participated/ interacted in the classroom discussion.

The table above shows that there is significant difference between the pre-test mean scores of the experimental and control group. This means that indeed, both groups are comparable When students were taught with the used of rewards system the mean score increased with 2.86...

The implementation of the rewards and its findings are described in the following table.

#### 5. Conclusion, Recommendations and Reflection

##### 5.1. Conclusion

This research aimed to determine what impact rewards system within the classroom/school has on performance. As discussed in this research, there have been a shift in reward system in classroom setting as it has shifted from very narrow based reward structure which incorporates both intrinsic and extrinsic which are valued by the modern day workforce.

Giving rewards to the student immediately preceding the achievement of the targeted behaviour is crucial to the students' performance. There is a significant difference in the performance of students who were given motivation in the form of reward versus those that were exposed to non-reward system. Moreover, variation on the reward should be explored to maintain students' interest. The weight and attractiveness of the reward should be based on the level of difficulty of accomplished tasks.

Managing reward system within a school can be a difficult task and can easily go wrong with extremely serious consequences. Although reward system has been on the educational spotlight for so long, there have been constraints in implementing token system for students, especially in terms of consistency and tangible reward scheduling for classrooms. Most reward systems in classrooms are not implemented properly as time constraints and teacher's financial capability hinders the implementation of reward. In addition, it was also viewed that objective of the reward system to elicit good behaviour is also not being showed before the action is done.

##### 5.2. Recommendations

The following are the researcher's recommendation for Contemporary reward system techniques as result of this study:

- Long term reward programs have the greatest effect on students' performance and resulting gains last longer.
- Match the reward to different types of students.
- Recognize small and large accomplishment in recognition for their progress and that their behaviour is consistent with their expectations
- Variation of token must be implemented to the class, depending on the weight of the task the student is expected to do

### 5.3. Reflection

A good stimulus will lead to a correct or desired response. Reward system a striking effect to someone not just to the recipient of the award but to the giver as well.

The reward will not be efficient if it is unrecognized therefore we should have a preparation. First there should be a pre-test and post-test for us to determine the deserving recipient of the reward. Next, prepare some tangible or non-tangible rewards or physical and non-physical rewards for example words of praise, token and sticker

Preparing the tokens either in the form of sticker or certificates is indeed an enjoyable moment for me. It does not serve as a burden rather gives emit positive emotions. In retrospect, I think giving rewards has always been well practiced in the classroom; however, modern tangible tokens must be planned as students focus is short in the classroom.

In the actual classroom teaching reward system is being done or given a student answers the question during the recitation time and activity.

Reward system develops the attitude of being responsible and enhances the cooperation of the students doing the group activity since for they are aiming to get the reward.

To establish an organized system there are one thing that we need to consider as well; First consistency in giving token or rewards; Second, financial constraint for the preparation of the rewards will really cost that much; third. The variety of rewards/token so that it will not be monotonous or monochromatic and last teachers should be sedulous since the work is too meticulous.

### Acknowledgement

First and foremost praises and thanks to God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

I would like to thank our principal Nelson R. Umali for the guidance and support he has given during the conduct of this action research.

I also want to thank my respondents that participated in this study and helped make this research paper possible. I would like to thank my co teachers and friends who have always supported me and would drop everything to be there for me. My ever dearest friend Mr. Dexter Valdez and Emelaine Sto. Tomas motivated me every day by constantly telling me I can do it. I am extremely grateful for what they offered me to carry out the research works as clearly as possible. It was a great privilege and honour for me under their guidance. I would also like to thank them for their friendship, empathy, and great sense of humour.

My special thanks to Mrs. Ana Reblora PSDS-EsP /Guidance for the keen interest shown to complete this research successfully.

Finally, I must express my very profound gratitude to my spouse and children for providing me with unfailing support and continuous encouragement throughout the process of researching. This accomplishment has been possible without them.

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