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Research Article

Experience of Science Teachers in Practicing Rewards System to Increase Students' Participation in Class

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ABSTRACT

The study aimed to determine the Experience of Science teachers' in practicing rewards system to increase student's participation in class. A qualitative - phenomenology research design was adopted in this study. Interview guide question was used to examine the Experience of Science teachers' in practicing rewards system to increase student's participation in class. Data was collected through an interview. Total of 10 teachers were selected as a sample from 8 secondary schools in the Botolan District. The results of this study showed that reward system is effective in the performance of the students and encouragement to give the students good motivation in the learning process. Most of the participant find the rewards system as an effective tool in increasing student's participation. Recognition such as giving praise and compliments is the usual form of rewards given by the teacher. In addition to extra grades, scores and test or homework exemptions. Preferred rewards of the teachers aside from giving praise and additional grades, are useful rewards such as school supplies, candies, and other food treats. Effective motivation of the student's in participating in learning activities is the foreseen effects of rewards system.

Keywords: Reward system, students' motivation, participation, secondary level, Botolan District

Introduction

Instruction is the lifeblood of secondary education and the student experience, and the institutional teacher reward system is of excellent quality and drives teaching. Secondary education has a vital role to play in elevating the prestige of teaching in secondary school based

on an awareness of the elements that influence recognition and reward for teaching as a core component of academic work. The endeavor to create an accomplishment culture in education must be coordinated with proper managerial practices that recognize the modern

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significance of motivation in increasing performance quality (Rugumyamheto, 2000).

In most circumstances, there are two types of rewards. It can take the shape of a financial incentive or a desire to improve oneself. Incentive motivation is the kind that comes from within an individual, such as a sense of accomplishment. Personal growth motivation is the type that an organization provides to a teacher or employee. Extrinsic rewards can also be monetary or non-monetary in nature. The monetary compensation is normally a separate variable compensation from the salary. It is given as a reward for exceptional achievement or as a form of encouragement, and it can be given to an individual or a group. The requirements for receiving this incentive should be established ahead of time, and the performance should be measurable. For a reward system to be optimally motivating, it must meet a number of characteristics. It should be valuable, large enough to make an impact, intelligible, timely, and have a long-lasting influence, as well as being cost effective (Merchant, 2007). Educationists believe that by working harder, they may improve their performance outcomes. They also believe that the resulting improved performance, which is suitably rewarded, pushes them to continue to improve (Merchant, 2007). Institutions are increasingly recognizing the need to strengthen their compensation systems. This is primarily accomplished by evaluating employee compensation plans. People today have a variety of influences on essential areas of institutional functioning in the global arena. Prizes are given a prominent place, and it is widely agreed that rewards drive employees to improve their performance and, as a result, increase the quality of services (Manolopoulos, 2008). The continuous use of performance-based remuneration as part of public sector reform is not limited to industrialized countries. Several governments in underdeveloped countries, like Botswana, have taken steps to implement related reforms. Differences in the customer orientation levels of incentive systems that affect educational service quality have been identified as a result of the continued usage of performance-oriented reward systems in educational institutions.

According to Gretchen (2006), if an organization wants to regard its employees as its most valuable asset, it must understand what inspires them to achieve their greatest potential (Gretchen, 2006).

Statement of the Problem

The study aimed to determine the Experience of secondary Science Teachers in practicing rewards system to increase students participation in class.

Specifically, it answered the following questions:

1. What is the experience of Secondary Science teachers about reward system as an effective tool in increasing students' participation?
2. What is the preferred rewards of the teacher to give to their students?

Significance of the Study

The purpose of this study was to use the findings and be made accessible through qualitative inquiry to inform current theories and interventions based on the experience of secondary science teachers in practicing rewards system to increase students participation in class.

The findings of this study will be beneficial to the following groups of people:

Department of Education. DepEd may use the findings of this study in order to formulate policies that will help improve the quality of teachers that we have.

Researcher. The findings of this study will help him fully understand his own teaching practices, and may find ways in improving it.

Future Researchers. Educational researchers could draw from this study the information which may be relevant to their own areas or field of study.

Definition of Terms

For a clear understanding of this study, the following terms were defined operationally:

Teachers: They would be provided with the information on the extent to which the practicing rewards system increase in students participation in a class.

Students' participation: They would be provided on the extent to which students participate or involve themselves in a class, course etc.

Reward system: They would be provided the tool that teachers use to try and reinforce a desired behavior.

Theoretical Framework/ Philosophical Underpinning

Intrinsic Motivation and Self-determination Theory (SDT) According to Lepper, Corpus, and Iyengar (2005), the concept of intrinsic motivation arose "during the heyday of Skinnerian thought and research" (p. 184), as a contrast to the motivation elicited by popular behavior modification programs of the time. Extrinsic incentives and contingencies were heavily used in those programs.

Intrinsic motivation is a natural drive for novelty and change, as well as competence in the context of the environment (Ryan & Deci, 2000; Dweck & Molden, 2005). People actively "seek out obstacles to overcome and new abilities to perfect, only to experience the pleasure of accomplishment itself," (Lepper & Henderlong, 2000) put it. Intrinsic motivation, as defined by the aforementioned researchers, occurs when an activity satisfies basic human needs for competence and control. Furthermore, one's opinion of competence could be

used as a factor in determining intrinsic drive (Boggiano, Main & Katz, 1988). If a person has a positive experience with an activity, such as playing chess, he or she is more likely to play chess voluntarily and more regularly.

Intrinsic motivation can also be defined through the lens of structure, in addition to these two factors (feelings and perceptions of competence). Commitment (one element of intrinsic motivation) to activities for goal attainment, for example, has been advocated by Shah & Kruglanski (2000) as "the purest structural form of intrinsic motivation". At this point, one could argue that Shah & Kruglanski's conceptual framework is similar to Deci's definition of intrinsic motivation, in which one engages in an activity for its own sake or as a means to an end (Shah & Kruglanski, 2000). Furthermore, Shah and Kruglanski claim that a person's sense of his or her relationship with a certain activity is very idiosyncratic. This is because, while some may view a relationship with an activity to be intrinsic, it may not be so according to someone else's definition. Furthermore, a person's choice, perseverance, and emotional experiences can all be used as variables to assess his or her relationship with the activity in which he or she is participating (Sansone & Harackiewicz, 2000).

Conceptual Framework

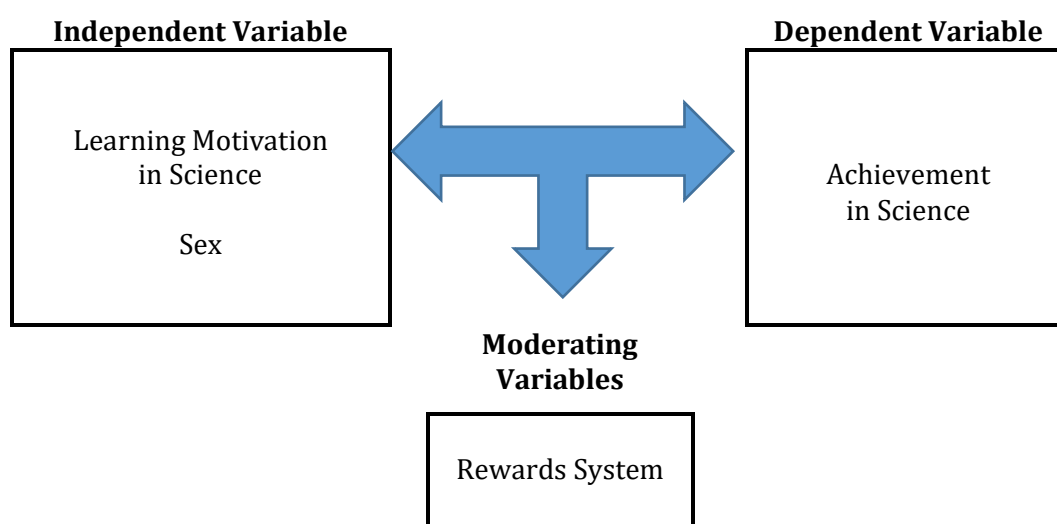


Figure 1. The Conceptual Paradigm of the Study

At the dawn of the twenty-first century, science education is challenged with the applicability of science and technology to societal needs and demands. Science learning is critical for reshaping students' mental cognition toward academic success and the acquisition of desirable capabilities, such as subject-specific skills and generic and transferable scientific skills (Lavigne, Vallerand & Miquelon, 2007; Bautista, 2012).

Type of Study

The study focused on the experiences of Secondary Science Teachers in practicing rewards system to increasing students' participation. The coverage of the study will be limited to secondary Science teachers of Botolan district in practicing rewards system.

The study used the qualitative- phenomenology research design to determine the experiences of secondary science teachers in practicing rewards system in increasing students participation in class.

Participants

Ten (10) participants, all of whom are secondary science teachers in Botolan District, were the participants of this research.

Data Collection Plan

A letter addressed to the Public Schools District Supervisor, Division of Zambales, requesting permission to conduct the study at the Botolan District was prepared by the researchers. A copy of the questionnaire was also given to the Public Schools District Supervisor. A copy of the letter to the Public Schools District Supervisor is presented in Appendix B.

Upon approval of the request by the Public Schools District Supervisor, the researcher prepared a letter addressed to the Principal of the Botolan North Integrated School to request permission to conduct the questionnaire.

Instrument

The questionnaire was used as the data gathering tool in determining the experience of secondary science teachers in practicing rewards system to increase student's participation. It consists of four questions to test the

experience of science teachers in practicing rewards system.

The Interview Guide Questionnaire were used to gather data from the ten (10) participants.

Data Analysis

Thematic analysis was done using qualitative coding and analysis. Open coding was used to identify and code the themes of the interview data. Open Coding includes labeling concepts, defining and developing categories based on their properties and dimensions (Give, 2008).

Results and Discussions

What is your opinion about reward system as an effective tool in increasing student's participation?

This qualitative research led the researcher in formulating the following themes:

1. Reward system an effective tool to motivate students.

Participant 1, 2 and 4 believes that rewards system is an effective tool to motivate students in increasing students participation. They said: *"Reward system is an effective tool to motivate students", "Effective tool in increasing students participation in boosting their morals."* and *"On my opinion, reward system is an effective tool in increasing student's participation. Learners tend to pay more attention and participate more actively during activities."* Meanwhile, Participant 3 said that reward system is the best way to deal with the students to learn. She said. *"Reward system can be one of the best ways to deal student's to learn"*. This is also the sentiment of Participant 5,6,7, and 8, as they said that reward system can encourage students to participate, They said that: *"Reward system encourage them to participate more"* *"Giving reward encourages students to participate and do their job well."* *Sometimes good reward system gives the students good motivation in the learning process"*, and *"Personally, okay sa akin ang reward system para mas mamotivate sila sa kanilang pag-aaral. Mas mai excite sila sa mga activities at feeling ko mas magiging analytical at mas masipag sila.* Participant 9 and 10 said that reward is disadvantage because they did not value the

learning, they said, *"I don't employ such system in my teaching strategies. Learners will tend to depend on the rewards and no longer value the learning,"* and *"ang opinion ko dito ay huwag na lang palagiin ang pagbibigay ng reward sa mga bata dahil baka umasa na lang sila meron laging reward para sumagot sila sa tinatanong sa klase."*

With the responses from the ten participants, it can be concluded that rewards system is effective in the performance of the students and give, encouragement to give the students good motivation in the learning process. It also have disadvantages because they have no longer value the learning.

2. What rewards do you usually give to your students if they perform well?

When asked about the rewards do you usually give to your students participants gave a variety of responses.

Participant 1,2,4,5,7,9 and 10 said that they give additional points for their performance. They said that *"Differentiated clap and encouragement,"* *"Saying very good, good job,"* *"Give additional points for their performance task if they perform,"* *"Positive feedback, praises ang hug will do. I see it to that they are complimented well,"* and *"Nagbibigay po ako ng school supplies like ballpens and papers."*

Participant 3, 6 and 8 said that aside from additional points they give exemption to the students who perform well. They said that *"Apart from differentiated clap. I give them candies or a treat",* *"Aside from grades extra scores and test exemption. I also give items such as chocolates and food treats especially to those who compete in municipal and district level."*and *"Food, plus points, simple touch, good and motivating words."*

With the responses from the ten participants, it can be concluded that rewards system is tangible and intangible rewards because of giving praises and giving food treat to the students.

3. What do you prefer to give to your students as a reward? And why?

Participants were asked what does the teacher prefer to give the reward.

Participant 4, 6 and 10 said that *"I prefer to give foods (chocolates, biscuits etc) to my students as a reward because that is what my students prefer."* *"I prefer giving them something that they can use everyday,"* and *"School supplies kasi mas makakatulong iyon everyday sa klase nila".*

Participants 1, 5 and 7 said that *" Additional points in their examination, This way students will strive more in their study,"* *" Points in their performance because it will motivate them to participate in the class discussion and performance of their grades."*

Participants 2, 3, 8 and 9 said that *"I prefer to praise them and encourage them rather than material things and also grades,"* *"I prefer to praise them and encourage them to do good to do better."* *Appreciation, naniniwala kasi ako na mas importante and emotional appreciation kesa tangible things as rewards."* And *"Positive feedback, praises and hugs will do. I see it to that they are complimented well."*

With the responses from the ten participants, it can be concluded that useful rewards a praise: an inspiration for the students to perform and have additional grade even it is an emotional reward.

4. How do you find it effective in increasing your student's participation?

Participant 2, 3, 4, 5, 6 and 7 believes that rewards system is an effective motivation in increasing students participation. They said that, *"Encouraging and give a nice rapport,"* *" Since the school I am teaching is the far flung area of Botolan, my students rarely enjoy the rewards hat are given to them. This tend to push them to do more during activities."* *Very effective because you can see in their face the eagerness to do well. "Giving them good motivation to do their activities or lessons. "Because after saying very good/good job I can see in their face that they are happy."* *"Through their response in participating the class discussion."* And *"They are motivated to learn more. If they performed well and complimented then in return they will smile with satisfaction. I as a teacher will feel that they are happy and for me it's enough."*

With the responses from the ten participants, it can be concluded that effective motivation will encourage students participation and give rapport.

Summary

The following were the resilient points of the study,

1. Most of the participant find the rewards system as an effective tool in increasing student's participation. However some perceived that it has a disadvantage if students become dependent on rewards rather than the learning process.
2. Recognition such as giving praise and compliments is the usual form of rewards given by the teacher. In addition to extra grades, scores and test or homework exemptions.
3. Preferred rewards of the teachers aside from giving praise and additional grades, are useful rewards such as school supplies, candies, and other food treats.
4. Effective motivation of the student's in participating in learning activities is the foreseen effects of rewards system.

Conclusions

From the summary of the findings, the following conclusions were drawn:

1. Rewards system is an effective tool in increasing student's participation.
2. Recognition is the usual rewards given by the teacher.
3. Teacher are highly recognized in giving rewards for the students.
4. Foreseen effects of rewards system are effective motivation students. However reward dependency is an inevitable effect for excessive giving of rewards.

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researchers have offered the following recommendations:

1. Teachers are encouraged to give tangible or intangible rewards to deserving students who are exerting efforts to excel in the science class/subject.

2. There is a need to train teachers on how to teach students so that they become intrinsically motivated, instead of just propelled along by the vision of the next external reward.
3. Teachers are to practice utmost fairness and equality to give rewards and recognition to deserving students.
4. Encourage on the conduct of in-service training or teacher capability building on the different forms and external and internal rewards in sustaining the momentum of learners to learn and have meaningful learning experiences.
5. To conduct a similar or parallel study with in-depth and wider in scope so as to validate and confirm the findings obtained in the study.

Acknowledgement

First, as the researcher, this research paper will not completely done without the help of course of research's lecturer Mr Bryan Jester Balmeo. He gave us motivation to give our very best to do our responsibilities although he required us a lot of time and efforts. He never said no, teach and remind me the different technique to make it easy for us. We would like to give our deepest thank you and appreciation for leading us a hand and for working with us.

Secondly, We would also like to thank our respondents for being the most important part of our research paper. For participating and for sharing their answers for the given question thank you very much for the cooperation.

Last but not the least, We would like to thank our Almighty God for continuously guiding and protecting us every time. Thank you for giving us the knowledge to fulfill this project. Thank you for the help, without all of you We may not be able to finish it by ourselves.

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APPENDICES

A. Letter of Request



Department of Education
Region III
Schools Division Office of Zambales
Botolan District



27 September 2019

EMILY D. MAYOR

Public Schools District Supervisor
Botolan District
Botolan , Zambales

Maam:

This is to request permission to conduct our study entitled "**EXPERIENCE OF SCIENCE TEACHERS IN PRACTICING REWARDS SYSTEM TO INCREASING STUDENTS' PARTICIPATION IN CLASS**"

The undersigned will use guide questions in collecting essential data for the study.

Respondents of the study are the secondary public school teachers in Botolan District, rest assured that the responses of the participants will be held with utmost confidentiality. Further, proper research protocol and ethical considerations in conducting this research will be strictly observed by the undersigned.

Hoping for your favorable approval in this regard.

Thank you very much and Godbless!

Respectfully yours,

Josue A. Tolero
Researcher

Delyn O.Tabile
Researcher

Jal M. Achacoso
Researcher

APPROVED:



EMILY D. MAYOR
Public Schools District Supervisor

B. Instruments

Interview Guide Questions

1. What is your opinion about reward system as an effective tool in increasing students' participation?
2. What rewards do you usually give to your students if they perform well?
3. What do you prefer to give to your students as a reward? And why?
4. How do you find it effective in increasing your students' participation?

SURVEY QUESTIONNAIRE

 Department of Education
Region III
Division of Zambales
Botolan District 

Dear Respondents:

The undersigned is from Botolan District presently conducting research entitled:
"PERCEPTION OF SECONDARY SCIENCE TEACHERS TOWARDS REWARDS SYSTEM IN INCREASING STUDENTS' PARTICIPATION".

In this regard, we are asking your cooperation to answer the instrument honestly. Rest assured that for whatever data given shall be treated with utmost secrecy and confidentiality.

Thank you for your support and collaboration.

Mr. Josue A. Tolero, Jal M. Achacoso and Mrs. Delyn O. Tabile


1. What is your opinion about reward system as an effective tool in increasing students' participation? I don't employ such system in my teaching strategies. Learners will tend to depend on the rewards and no longer value the learning.

2. What rewards do you usually give to your students if they perform well? Positive feedback, praise and hugs will do. I see it to that they are complimented well.


3. What do you prefer to give to your students as a reward? And why? Same answer.

4. How do you find it effective in increasing your students' participation? They are motivated to learn more. If they performed well and I complimented them in return they will smile with satisfaction. I as a teacher will feel that they are happy, and for me, it's enough.

SURVEY QUESTIONNAIRE



Department of Education
Region III
Division of Zambales
Botolan District



Dear Respondents:

The undersigned is from Botolan District presently conducting research entitled:
"PERCEPTION OF SECONDARY SCIENCE TEACHERS TOWARDS REWARDS SYSTEM IN INCREASING STUDENTS' PARTICIPATION".

In this regard, we are asking your cooperation to answer the instrument **honestly**. Rest assured that for whatever data given shall be treated with utmost **secrecy** and confidentiality.

Thank you for your support and collaboration.

Mr. Josue A. Tolero, Jal M. Achacoso and Mrs. Delyn O. Tabile

1. What is your opinion about reward system as an effective tool in increasing students' participation?

On my opinion, reward system is a effective tool in increasing students' participation. Learners' tend to pay more attention and participate more actively ^{during} with activities.

2. What rewards do you usually give to your students if they perform well?

I usually give additional points for their performance task if they perform well.

3. What do you prefer to give to your students as a reward? And why?

I prefer to give foods (chocolater, biscuits, etc) to my students as a reward because that is what my students prefer. ~~since~~

4. How do you find it effective in increasing your students' participation?

since the school I am teachin in is the far flung area Botolan, my students rarely enjoys the rewards that are given to them. tend to push them to do more during activities.

SURVEY QUESTIONNAIRE



Department of Education
Region III
Division of Zambales
Botolan District



Dear Respondents:

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Thank you for your support and collaboration.

Mr. Josue A. Tolero, Jal M. Achacoso and Mrs. Delyn O. Tabile

1. What is your opinion about reward system as an effective tool in increasing students' participation?
Personally, okay sa akin ang reward system para mas mamotivate sila sa kanilang pag-aral. Mas mai-excite sila sa mga activities at feeling ko mas magiging analytical at mas masipag sila

2. What rewards do you usually give to your students if they perform well?
Food, plus points, simple treat, good and motivating words.

3. What do you prefer to give to your students as a reward? And why?
Appreciation. Naninuwala kasi ako na mas importante ang emotional appreciation kesa tangible things as rewards.

4. How do you find it effective in increasing your students' participation?
Mas ganado sila magperform or participate kasi wala silang fear o alinlangan sa klase. Keso lagi napapagalitan o nasisita. Mas tumataas performansi nila kasi may freedom of expression sila nakapattern lahat ng sagot sa libro lang.

C. Qualitative Data Worksheet

Interview

Question	Statement	Theme
What is your opinion about reward system as an effective tool in increasing students' participation?	Reward system is an effective tool to motivate students. (P1)	Effective
	Effective tool in increasing students' participation in boosting their morals. (P2)	
	Reward system can be one of the best ways to deal students to learn. (P3)	
	On my opinion, reward system is an effective tool in increasing students' participation. Learners' tend to pay more attention and participate more actively during activities. (P4)	Encouragement
	Reward system encourage them to participate more. (P5)	
	Giving reward encourages students to participate and do their job very well. (P6)	
	Sometimes reward system gives the students good motivation in the learning process (P7)	
	Personally, okay sa akin ang reward system para mas mamotivate sila sa kanilang pag-aaral. Mas mai excite sila s mga activities at feeling ko mas magiging analytical at mas masipag sila (P8)	Disadvantage
	I don't employ such system in my teaching strategies. Learners will tend to depend on the rewards and no longer value the learning. (P9)	
	Ang opinion ko ditto ay huwag na lang palagiin ang pag bibigay ng reward sa mga abta dahil baka umasa na lang sila meron lagging reward para sumagot sila sa tinatanong sa klase. (P10)	
What rewards do you usually give to your students if they perform well?	Differentiated clap and encouragement. (P1)	Intangible Rewards
	Saying "very good, good job". (P2)	
	I usually give additional points for their performance task if they perform well (P4)	
	5 points in performance (P5)	
	I give them additional points on their performance (P7)	
	Positive feedback, praises and hugs will do. I see to it that they are complimented well. (P9)	
	Nagbibigay po ako ng school supplies like ballpens and papers. (P10)	Tangible rewards
Apart from differentiated clap. I give them candies or a treat. (P3)	Both tangible and intangible rewards	