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THE PERCEIVED EFFECTS OF USING REWARD SYSTEMS AMONG PUPILS' BEHAVIOR IN THE CLASSROOM: BASIS FOR LEARNING ACTIVITIES

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ABSTRACT

This study determined the perceived effects of using a reward system on the classroom behavior of intermediate pupils at Maugat Elementary School. Specifically, it examined the respondents' profile in terms of age and sex, their perceptions of the reward system in relation to compliance with classroom rules, class participation, completing tasks and assignments, and peer interaction and cooperation, and whether a significant difference existed in their perceptions when grouped according to profile. The study utilized a quantitative research design and employed a researcher-developed questionnaire as the main instrument for data collection. The respondents were intermediate grade pupils. Frequency and percentage were used to describe the profile of the respondents, while weighted mean and standard deviation were utilized to measure their perceptions. The Independent Samples T-Test was applied to determine the significant difference in perceptions when profile variables were considered. The findings revealed that most respondents were 11 years old and predominantly male. Pupils generally agreed that the reward system positively influenced their compliance with classroom rules, class participation, completion of tasks and assignments, and peer interaction and cooperation. Furthermore, results showed a significant difference in perceptions when

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age was considered but no significant difference when sex was taken into account. Based on the findings, learning activities were developed to reinforce the positive effects of the reward system and to further enhance pupils' motivation, participation, and cooperative behavior in the classroom.

Keywords: *reward system, classroom behavior, student motivation, classroom participation, learning activities*

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