

Addressing Student Tardiness Through a Strategic Reward System: A Study Among Grade 12 Students

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ABSTRACT

This action research explored the effectiveness of a Strategic Reward System (SRS) in reducing student tardiness among Grade 12 students at Libertad National High School. The main objective was to determine whether implementing a structured reward system could significantly decrease instances of tardiness and enhance punctuality. The study employed a pre- and post-observation design, collecting data from student attendance records before and after the implementation of a lottery-based SRS. The intervention provided tangible incentives for on-time attendance, and the results were analyzed using a Mean Percentage Score and a T-test to assess the significance of changes in student behavior. The findings revealed a notable reduction in student tardiness, with statistical analysis confirming a significant difference between pre- and post-intervention data. The results align with existing literature on the positive impact of reward-based strategies in educational settings. It is suggested that schools adopt a structured reward system as part of their behavior management policy to foster a culture of punctuality and enhance student engagement. Future research should expand on these findings by exploring the application of reward systems across diverse educational contexts and incorporating gamified elements to sustain student motivation.

KEYWORDS

Strategic reward system; student tardiness; incentive-based interventions; educational engagement; behavior management; gamification; high school students.

INTRODUCTION

A strategic reward system can give students a sense of accomplishment and recognition for their efforts, enhancing self-esteem and fostering a positive learning attitude. Recent research has shown that implementing strategic reward systems, such as point or token-based programs, effectively reduces student tardiness across different educational settings. For instance, a study by Viray-Castillejos (2023) highlighted that elementary teacher perceived rewards as effective in boosting student motivation and punctuality in classroom settings. Because as teachers in educational environments need different tools to influence students and create effective interactions to achieve their educational goals (Rezaei, M., Frogh, B. M., Rahmani, M. R., & Mohammadi, A. N., 2023).

Moreover, gamified reward systems have shown positive effects on student behavior. A meta-analysis by Kim and Castelli (2021) found that using gamified elements like digital badges or incentives significantly improved student engagement and reduced tardiness, especially in higher education environments. Similarly, Rincón-Flores and Santos-Guevara (2021) reported that gamification during the COVID-19 pandemic promoted active

participation and improved academic performance in remote learning contexts, further supporting the utility of reward-based strategies.

Implementing strategic reward systems in high school settings has effectively reduced student tardiness. For instance, recent studies show that reward systems focusing on student motivation and engagement, such as gamified incentives or token-based approaches, can significantly enhance student punctuality. Research by Kim and Castelli (2021) demonstrated that gamified reward systems improved student behavioral outcomes and engagement in educational settings (Kim & Castelli, 2021). Additionally, the study by Rincón-Flores and Santos-Guevara (2021) found that reward-based strategies effectively motivated students and reduced tardiness, especially in virtual learning environments during the COVID-19 pandemic (Rincón-Flores & Santos-Guevara, 2021).

Students may need to see the relevance of the research subject to their own lives or interests, which can make it difficult for them to engage with the subject matter or see its value, and always late in class. With greater understanding comes the opportunity and ability to influence situations by exercising informed and responsible citizenship. A strategic reward system can be an effective tool for decreasing student tardiness in various educational settings. Schools can encourage better attendance and punctuality by providing students with incentives for arriving on time. In the Libertad National High School context, these are observable among students. These reasons fuel the researcher to study decreasing students' tardiness through a strategic reward system among grade 12 students.

Statement of The Problem

This study aimed to determine the decreasing students' tardiness through a strategic reward system among Grade 12 students at Libertad National High School.

Specifically, this sought to answer the following questions:

1. What is the frequency of Tardiness of the Grade 12 students in Research before and after the use of strategic reward system?
2. Is there a significant difference on the frequency of Tardiness of the Grade 12 students in Research before and after the use of strategic reward system?

RESEARCH METHODS

The researcher presented the idea to the District Research Manager of Butuan District and discussed the conduct of the research. A proposal was then submitted to the principal of the Senior High School. Once it was approved, an orientation for the student participants followed, and informed consent was obtained. The results of the pre- and post-observation checklist, based on the class register during the treatment period, were tallied and interpreted using Mean Percentage Score and a T-test to determine whether there was a significant difference in the mean scores between the pre- and post-observations.

The subjects of this study were the Grade 12 students at Libertad National High School. The results of the pre- and post-evaluation checklist served as the sources of data. The teacher-researcher ensured that consent from the participants' parents was obtained before their involvement in the study. This study underwent several phases, which were followed during the conduct of the experiment. The researcher first developed the Strategic Reward System (SRS), a lottery-based system where students who arrived on time were entered into a drawing for prizes. Lastly, the teacher-researcher formulated a pre- and post-observation checklist.

In gathering the materials and information, the researcher considered the following phases:

Pre-intervention observation: The initial phase involved reviewing the school register to assess the tardiness of the Grade 12 students. The researcher prepared a pre-observation checklist to record student tardiness data before the intervention. Quantitative data on student lateness were collected from teachers and administration. The necessary learning resources, such as tokens and rewards, were gathered and prepared for use in the classroom.

Post-intervention observation: In the final phase, the intervention was implemented by providing tangible or intangible rewards to students every time they arrived at school on time. Additionally, parent-teacher conferences were arranged with the parents of students observed to be frequently tardy, and school consent was obtained for this purpose. Finally, a post-observation checklist was reviewed to evaluate the impact of the intervention. The Strategic Reward System was implemented for six consecutive weeks to determine its effects.

RESULTS AND DISCUSSION

Table 1. Frequency of Tardiness of the Grade 12 students in Research before and after use of the Strategic Reward System

Participant	Before	After
Participant 1	3	2
Participant 2	3	1
Participant 3	0	0
Participant 4	4	1
Participant 5	3	2
Participant 6	2	1
Participant 7	3	1
Participant 8	3	1
Participant 9	0	0
Participant 10	3	0
Participant 11	2	1
Participant 12	4	2
Participant 13	2	0
Participant 14	0	0
Participant 15	0	0
Participant 16	2	2
Participant 17	4	2
Participant 18	2	1
Participant 19	2	0
Participant 20	0	0
Participant 21	0	0
Participant 22	3	0
Participant 23	3	2
Participant 24	2	2
Participant 25	2	0
Participant 26	3	0
Participant 27	3	2
Participant 28	1	0
Participant 29	0	0
Participant 30	0	0
Participant 31	3	2
Participant 32	3	1
Participant 33	2	1
Participant 34	2	0
Participant 35	1	0
Participant 36	4	1

Participant 37	0	0
Participant 38	3	1
Participant 39	3	1
Participant 40	1	0
Participant 41	2	1
Participant 42	1	2
Participant 43	1	0
Participant 44	1	0
Participant 45	3	2
Participant 46	2	0
Participant 47	2	0
Participant 48	1	0

Table 1 illustrates the frequency of tardiness among Grade 12 students before and after the implementation of the Strategic Reward System (SRS). The data show a clear reduction in tardiness for most participants following the intervention. For example, Participant 4 exhibited a significant decrease from 4 instances of tardiness before the intervention to only 1 afterward. Similarly, several students, such as Participants 13, 19, and 34, achieved zero instances of tardiness after the reward system was implemented, indicating its positive effect.

The results align with findings from recent research. Javed and Muhammad (2021) emphasized that implementing a reward system in classrooms can significantly boost student motivation and reduce undesirable behaviors like tardiness (Javed & Muhammad, 2021). Similarly, Pleşoianu (2020) found that reward-based strategies positively influence student behavior and attendance, particularly when tangible incentives are used effectively (Pleşoianu, 2020).

Further support comes from the work of Indrawati et al. (2021), who demonstrated that the strategic use of rewards, combined with consistent reinforcement, can enhance student discipline and punctuality (Indrawati et al., 2021). The reduction in tardiness observed in this study corroborates these findings, showcasing the effectiveness of the Strategic Reward System in improving student punctuality.

The data suggest that implementing a well-structured reward system can be a powerful tool for decreasing student tardiness. This aligns with contemporary research that highlights the benefits of incentive-based approaches in promoting positive student behaviors and enhancing engagement in educational settings.

Table 2. Test on significant difference in the frequency of Tardiness of the Grade 12 students in Research before and after the use of strategic reward system

Before and after the reward system	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
	1.229	.994	.144	.940	1.518	8.563	47	<0.001

Table 2 illustrates the statistical test on the significant difference in the frequency of tardiness among Grade 12 students before and after implementing the Strategic Reward System (SRS). The mean difference of 1.229 with a standard deviation of 0.994 suggests a reduction in tardiness following the intervention. The t-test value of 8.563 and a p-value of less than 0.001 indicate a statistically significant decrease in student tardiness after introducing the reward system.

The findings are consistent with recent studies highlighting the positive impact of reward-based interventions on student punctuality and behavior. For instance, Tolero et al. (2021) found that using a reward system significantly enhanced student engagement and attendance in class, supporting the idea that tangible incentives can motivate students to arrive on time (Tolero et al., 2021). Similarly, Viray-Castillejos (2023) reported that reward strategies effectively increased students' motivation and reduced lateness, particularly in elementary and secondary educational settings (Viray-Castillejos, 2023).

Further support comes from a study by Phungphai and Boonmoh (2021), which demonstrated that structured reward systems fostered positive emotions and increased engagement among high school students, resulting in improved punctuality and reduced tardiness (Phungphai & Boonmoh, 2021).

In conclusion, the statistical analysis and recent research evidence underscore the effectiveness of a Strategic Reward System in significantly reducing student tardiness. These findings align with broader trends in educational research, emphasizing the value of incentive-based strategies in promoting punctuality and enhancing overall student engagement.

CONCLUSION

The implementation of the Strategic Reward System (SRS) effectively reduced student tardiness among Grade 12 students at Libertad National High School. The data showed a significant decrease in the frequency of tardiness after the introduction of the reward system, supported by statistical analysis that confirmed a notable improvement in punctuality. These results align with recent research, demonstrating the efficacy of reward-based strategies in enhancing student engagement and reducing undesirable behaviors like tardiness.

The positive outcomes of this study suggest that reward systems can be a valuable tool for educators seeking to improve student attendance and punctuality. By integrating incentives tailored to student needs, schools can foster a more engaged and motivated student body. The findings imply that educational institutions should consider adopting similarly structured reward systems as part of their behavior management strategies, as they not only promote timeliness but also contribute to a positive school culture and enhanced academic performance.

Recommendations

Based on the study's findings, it is recommended that schools institutionalize the Strategic Reward System (SRS) as a formal part of their behavior management policy. The significant reduction in student tardiness observed in this study supports the idea that a consistent, school-wide implementation of rewards, such as points-based or token-based incentives, can effectively encourage punctuality. Additionally, expanding the use of gamified elements like digital badges, certificates, and virtual rewards could further increase student motivation. The integration of gamification has been shown to make the reward system more engaging and appealing, particularly for high school students.

Monitoring the effectiveness of the reward strategies and making adjustments based on student feedback is crucial for sustained impact. Tailoring rewards to meet student preferences, such as offering school supplies or event tickets, can maintain high levels of engagement. Collaboration with parents should also be considered, as involving them in the reward system can enhance its effectiveness. Communicating the importance of punctuality during parent-teacher meetings can help foster a shared commitment to improving student attendance.

Further research is recommended to validate these findings across different grade levels and educational settings. Schools could pilot the Strategic Reward System in other contexts, such as extracurricular activities or homework completion, to explore its broader applicability. Finally, it is important to provide teachers with training on the implementation of reward-based interventions. Professional development focused on best practices for using rewards and understanding student motivation will ensure that the system is consistently and effectively integrated into classroom management strategies. Together, these recommendations provide a comprehensive approach to reducing student tardiness and enhancing overall engagement through a structured reward system.

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