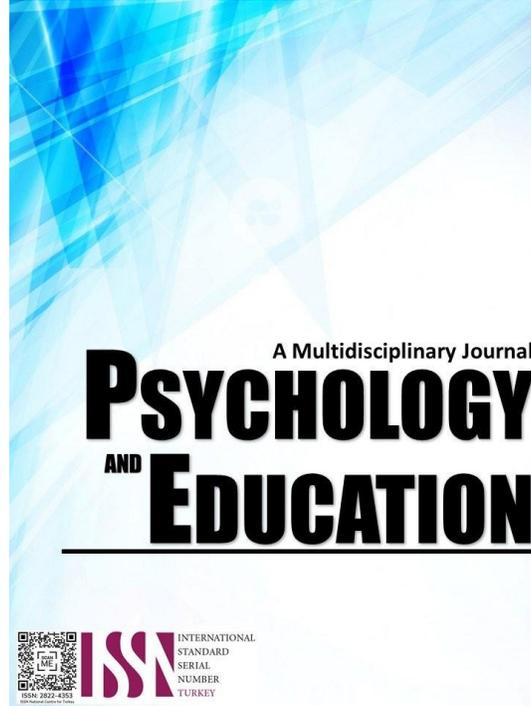


# INCENTIVE SCHEME AND LEVEL OF LEARNERS' INVOLVEMENT IN THE CLASSROOM



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## Incentive Scheme and Level of Learners' Involvement in the Classroom

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### Abstract

This study aimed to find the effects of incentive scheme on learners in the classroom at Kiara National High School, Don Carlos, Bukidnon, during the School Year 2024-2025. This study employed a descriptive-correlational research methodology to investigate the impacts of an incentive scheme in the classroom. The findings demonstrated that learners are highly motivated by prizes, monetary rewards, and unique privileges as incentives. Another finding revealed that learners place a high value on communication in the classroom, and they also demonstrate a high level of engagement in volunteering within the classroom and during the learning process. The findings also show that reward systems have a considerable impact on students' engagement in the classroom. The findings of the study confirm that incentive schemes significantly impact learners' involvement in the classroom. The positive correlation across all variables indicates that incorporating incentives such as prizes, money, or privileges enhances students' motivation and active participation. Therefore, the null hypothesis, which claims that "there is no important link between incentive programs and students' participation in the classroom," is dismissed, confirming that reward-based strategies are effective in encouraging classroom engagement. These recommendations advise that educational institutions and educators create structured reward systems that include prizes, monetary incentives, and unique benefits. These awards should be consistent with educational goals, delivered equally, and relevant to students. In addition, combining extrinsic rewards with intrinsic motivators, such as cultivating a passion for learning and personal improvement, can result in a more balanced approach to long-term motivation. To build on this positive dynamic, educators should prioritize tactics that promote open communication and active participation, such as collaborative exercises, group discussions, and chances for student feedback. Creating a supportive environment in which students feel appreciated and heard can boost their engagement and motivation. Additionally, including interactive technologies and building an inclusive culture can ensure long-term engagement and learning success.

**Keywords:** *incentive scheme, learners' involvement, prizes, monetary, special privileges, communicating, volunteering, learning*

### Introduction

Learners play a critical role in the educational experiences and outcomes of academics. However, learners frequently face obstacles when it comes to engaging academically. Due to this assumption, learners from varied cultural and linguistic backgrounds and those with poor incomes may frequently be shut out of school resources and opportunities to speak out for their needs. Learners involvement, enhance communication of the school to support learners' overall learning environment.

Moreover, academic socialization comprises parents talking to their children about their future objectives, encouraging them to pursue education and careers, expressing views and ideas about the importance of education and school, and setting clear expectations for their education. Research has frequently demonstrated that children's academic socialization significantly predicts their academic achievement. Parents' expectations for their children's academic achievement, in particular, had a larger association with students' academic performance than other parental engagement characteristics, regardless of socioeconomic background. This suggests that when parents have high expectations for their children, children from all backgrounds perform better in school (Barger, 2019).

Incentive systems have been demonstrated to improve learners involvement in the classroom, the caliber of teacher-child interactions, and the encouragement of outstanding motivating habits. Additionally, it has been shown that incentive programs encourage learners to participate in their education because of the benefits they offer (Dumas C. 2017). After taking part in programs that use reward schemes, learners report reduced learners stress as well as increased learners efficacy and pleasure. Even while many incentive programs concentrate on children with behavioral disorders, it is becoming increasingly vital to support them before major concerns occur (Chetty & Chu., 2018).

Furthermore, many organizations have a tendency to use incentive programs in an inadvertent way that promotes a competitive workplace that is harmful to all parties. Conversely, learners incentive schemes have the potential to foster a cooperative environment. As a result, learners will engage in meaningful and cooperative teacher-learner education and will feel more comfortable communicating with one another. This kind of environment can significantly improve children's morale and productivity. (Dumas C., 2017).

Moreover, an analysis of the studies showed several ways that learners involvement could affect educational experiences. Learners' engagement can improve their academic self-efficacy, expectations, and motivation in addition to other aspects in education (e.g., the number and quality of homework help or communication with teachers). By influencing teachers' attitudes and evaluations of the pupils, it can help raise students' achievements. Zaff and Chen (2017) assert that intellectual socialization in the home is essential to

supporting learners' academic achievement and upper-secondary completion.

Kiara National High School may provide incentive schemes and promote learners involvement in the classroom in order to enhance learners outlook on learning. Teachers may draw learners attention to the importance of supporting their learners' education. Learners feel more supported when they are stuck on a project and receive school assignments more readily when they receive incentive that may help them motivate their studies.

### **Research Questions**

This study was conducted to find the effects of incentive scheme on learners' in the classroom at Kiara National High School, Don Carlos Bukidnon, during the School Year 2024-2025. Specifically, this study sought to answer the following sub-questions:

1. What is the learners' level of Incentive scheme in the classroom on the in terms of Prizes, Monetary and Special Privileges?
2. What is the learners' level of involvement in the classroom based on the in terms of Communicating, Volunteering and Learning?
3. Is there a significant relationship between the incentive scheme and learners' involvement in the classroom?

## **Methodology**

### **Research Design**

This study used a descriptive-correlational research design to find the effects of incentive scheme in the classroom in Kiara National School, during the School Year 2024-2025. A survey questionnaire is used so that responses of the respondents could be readily gathered and tabulated. The research design may be compared to an abstract artwork once the prior study has defined the question and resources have been identified and secured. The sample frame is equally significant for the concrete research design.

### **Respondents**

The respondents of the study are the one hundred fifty (150) learners of Kiara National High School, Division of Bukidnon, in school year 2024-2025. The respondents are the grade 7 to 10 learners of Kiara National High School. This study used purposive sampling. Purposive sampling was employed by the researcher to choose individuals with specific features or experiences pertinent to the research issue, so assuring the sample corresponds with the study's objectives. By intentionally selecting individuals capable of offering profound insights, researchers might obtain subtle knowledge that elucidates difficult occurrences. Moreover, purposive sampling facilitates a concentrated examination of specific subgroups, promoting an awareness of varied perspectives within a defined framework. This focused methodology might result in a deeper integration of results, rendering it particularly advantageous in exploratory research or when examining niche subjects. Thus, the deliberate selection of participants by purposive sampling enhances the relevance of the acquired data and bolsters the overall validity and depth of the research findings.

### **Instrument**

The data collecting tool was adopted from the research Hoover-Dempsey and Sandler (2005). The first component is about the incentive scheme. The instrument focuses on the following: Prizes (5 survey questions), monetary (5 survey questions), and special privilege (5 survey questions).

The second part is the learners' involvement in the classroom. The instrument focuses on the following: communicating (5 survey questions), volunteering (5 survey questions), and learning (5 survey questions). The challenges mentioned by teachers during the survey will be collated and investigated. This provides the foundation for administrators and teachers to intervene further. The factors included in this study have been thoroughly investigated and evaluated to guarantee that the responses are appropriate.

### **Procedure**

A letter sent to the Superintendent of Schools in Don Carlos District requesting permission to conduct the study and deliver the research equipment to the respondents. Following permission, the administrator of the questionnaire will be arranged from the school principal's office. Because they are participating in the study, the class advisers were consulted. During the administration of the questionnaire, the researcher develop rapport with the respondents. The researcher clearly describes each item on the questionnaire to those who replied.

The data received from the completed questionnaire was tabulated by the researcher. Data analyses and interpretations was aided in the formulation of results, conclusions, and recommendations.

### **Data Analysis**

To ensure the quality and correctness of the results, all responses to all questionnaire items was scored and recorded on a master data sheet. Before being evaluated, all entries were rigorously rechecked.

Mean and standard deviation was used to find the extent of the incentive scheme employed by the school towards learners in terms of prize, monetary and special privileges.

Mean and standard deviation was used to determine the learners' level of involvement in the classroom in terms of communicating, volunteering, and learning.

Pearson Product Moment Coefficient Correlation was used to determine the significant relationship between the learners' involvement in the classroom and the effects of the incentive scheme.

### Ethical Considerations

In the study of the incentive scheme and levels of learners' involvement in the classroom, obtaining informed consent from the teachers is essential. This entails providing clear information about the purpose of the study, the procedures involved, potential risks, and benefits, as well as the participants' right to withdraw from the study at any time without penalty. It's also vital to assure participants that their responses will remain confidential and that their privacy will be protected and to ensure confidentiality and prevent any potential harm, all information will be handled with the utmost care by not disclosing the names or identities of research participants in compliance with RA 10173, also known as the Data Privacy Act.

Additionally, researchers should be mindful of power dynamics that may exist between the educators and the researchers, particularly if the latter are affiliated with the school administration or educational authorities. This can create pressure for participants to respond in a certain way for fear of repercussions. To mitigate this, an independent research team or third-party organization could be involved in data collection and analysis to foster a sense of impartiality.

### Results and Discussion

This chapter contains the presentation, analysis and interpretation of data gathered from the respondents.

This study focused on the link between incentive scheme and learners' involvement in the classroom. It was conducted only in Kiara National High School, Don Carlos Bukidnon with one hundred fifty (150) learners.

This study used a quantitative method of research to find the effects of incentive scheme on learners' involvement in Kiara National High School, Don Carlos Bukidnon, during the School Year 2024-2025. Also, this study used descriptive method to describe and analyze the learner-respondents' level of involvement based on the following: Communicating; Volunteering; and Learning.

Table 1 presents the Learners' level of Incentive scheme in the classroom in terms of Prizes, was evaluated through various indicators, each with its respective mean and standard deviation (SD)

Table 1. *Learners' level of Incentive scheme in the Classroom in terms of Prizes.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a learner...			
I am motivated by the rewards given by the teachers.	4.91	0.523	Very High Level
I feel that rewards/prizes boost my interest in any activities in school.	4.84	0.532	Very High Level
I am motivated to be more productive thru rewards because I create feeling of pride and achievement.	4.81	0.639	Very High Level
I observe most of the teachers are exercising a reward system.	4.18	0.580	High Level
I feel more confident in participating in school activities and assisting my children academically because of rewards/prizes at the end of the month.	4.15	0.699	High Level
Overall	4.58	0.306	Very High Level

*Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.*

The results in Table 1 indicate that learners generally exhibit a very high level of motivation in response to incentive schemes in the classroom, particularly in terms of prizes. The highest-rated indicator is "I am motivated by the rewards given by the teachers." (Mean = 4.91, SD = 0.523), suggesting that learners strongly perceive rewards as an effective motivational tool. This implies that teachers' incentive strategies significantly influence student engagement and enthusiasm.

Similarly, other indicators also received very high ratings, such as "I feel that rewards/prizes boost my interest in any activities in school." (Mean = 4.84, SD = 0.532) and "I am motivated to be more productive through rewards because I create a feeling of pride and achievement." (Mean = 4.81, SD = 0.639). These findings suggest that prizes not only enhance students' interest but also contribute to their sense of accomplishment.

However, the lowest-rated indicator is "I feel more confident in participating in school activities and assisting my children academically because of rewards/prizes at the end of the month." (Mean = 4.15, SD = 0.699), which, while still at a high level, indicates that learners may not fully associate rewards with academic confidence or engagement in long-term educational activities. Another relatively lower-rated indicator is "I observe most of the teachers are exercising a reward system." (Mean = 4.18, SD = 0.580), which suggests that not all teachers may consistently implement incentive-based strategies in their classrooms.

With the overall mean of 4.58 (SD = 0.306), the study concludes that learners exhibit a very high level of motivation towards prizes as an incentive.

Research has consistently shown that learners respond positively to external incentives such as prizes, which can significantly enhance their motivation levels. According to Smith et al. (2020), the use of tangible rewards like prizes creates a sense of achievement and recognition, encouraging students to engage more actively in learning tasks. This is particularly effective in fostering short-term motivation, where the anticipation of receiving a reward drives learners to perform better.

Moreover, studies indicate that prizes act as a strong extrinsic motivator by tapping into learners' competitive instincts. Johnson and Taylor (2020) found that introducing prizes in educational settings not only increases participation rates but also encourages learners to persevere through challenging tasks. Their research highlights that students are more likely to adopt a goal-oriented mindset when a clear reward structure is in place, which ultimately boosts their overall engagement and productivity.

Finally, the psychological impact of prizes on learners cannot be underestimated. According to research by Lee et al. (2020), rewards help to reinforce positive behaviors and build a sense of self-efficacy among learners. Prizes serve as a form of positive reinforcement, providing learners with a tangible reminder of their capabilities and accomplishments. This, in turn, fosters a sustained interest in learning and promotes the development of intrinsic motivation over time.

Table 2 presents the Learners' level of Incentive scheme in the classroom in terms of monetary, was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 2. *Learners' level of Incentive scheme in the Classroom in terms of Monetary.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a learner...			
I observe that money reward can help some of my need in school.	4.65	0.615	Very High Level
I am encouraged to create a positive atmosphere in my classroom because of monetary reward.	4.42	0.678	Very High Level
I am encourage to improve my performance in any activities in schools without any absences.	4.15	0.595	High Level
I am motivated to demonstrate loyalty in attending programs and activities in school.	3.95	0.826	High Level
I observe that teachers are exercising money rewards to every learner who participates well in the classroom.	2.83	0.908	Moderate Level
<b>Total</b>	<b>4.20</b>	<b>0.373</b>	<b>Very High Level</b>

*Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.*

Table 2 shows that learners have a high level of motivation towards monetary incentives in the classroom. The highest-rated indicator is "I observe that money reward can help some of my needs in school." (Mean = 4.65, SD = 0.615), suggesting that financial incentives are perceived as beneficial in addressing academic-related expenses. This implies that monetary rewards not only serve as motivation but also provide practical support for students' educational needs.

Other indicators also reflect a high level of motivation, such as "I am encouraged to create a positive atmosphere in my classroom because of monetary reward." (Mean = 4.42, SD = 0.678), highlighting that financial incentives contribute to fostering a constructive learning environment. Similarly, "I am encouraged to improve my performance in any activities in school without any absences." (Mean = 4.15, SD = 0.595) and "I am motivated to demonstrate loyalty in attending programs and activities in school." (Mean = 3.95, SD = 0.826) suggest that monetary rewards positively influence students' engagement and attendance, though at a slightly lower level.

The lowest-rated indicator is "I observe that teachers are exercising money rewards to every learner who participates well in the classroom." (Mean = 2.83, SD = 0.908), which falls under the moderate level. This suggests that while learners recognize the benefits of monetary incentives, they perceive that such rewards are not consistently implemented by teachers.

Overall, with an aggregate mean of 4.20 (SD = 0.373), the findings indicate a very high level of motivation among learners regarding monetary incentives.

Research conducted in 2020 underscores the significant impact of monetary incentives on enhancing student motivation. Le (2020) performed a meta-analysis examining the effects of financial incentives on student achievement, revealing a moderate positive effect on overall performance, particularly in mathematics. This suggests that monetary rewards can effectively boost students' motivation and academic outcomes in specific subjects.

Further supporting this notion, a study by Herranz-Zarzoso and Sabater-Grande (2020) explored the role of personality traits in the effectiveness of monetary versus grade incentives on undergraduate learners' performance. Their findings indicated that while monetary incentives improved performance in practice tests, this effect did not carry over to subsequent exams without financial rewards. This highlights the immediate motivational benefits of monetary incentives, though their influence may diminish once the incentives are removed.

Additionally, research by Gneezy et al. (2020) examined how financial incentives can influence student effort and performance. Their study found that while monetary rewards can enhance motivation and performance in the short term, they may also lead to a reliance



on external rewards, potentially undermining intrinsic motivation over time. This suggests a complex relationship between monetary incentives and sustained learners’ motivation, warranting careful consideration in educational settings.

Table 3 presents the Learners’ level of Incentive scheme in the classroom in terms of special privileges, was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 3. *Learners’ level of Incentive scheme in the Classroom on the in terms of special privileges.*

Indicator	Mean	SD	Interpretation
As a learner...			
I encourage to study well because of privileges.	4.87	0.412	Very High Level
I enjoy supporting my studies to fully meet my potential because of some privileges given by the school.	4.57	0.496	Very High Level
I maintain my bonded closeness to my teacher and school activities because of some opportunities given by the school.	4.41	0.519	Very High Level
I do assignments because when I excels academically, the school offers some special privileges.	4.39	0.703	Very High Level
I encourage to be patient in my studies because hard work will be rewarded soon.	4.23	0.928	Very High Level
<b>Total</b>	<b>4.49</b>	<b>0.322</b>	<b>Very High Level</b>

Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.

Table 3 indicates that learners exhibit a very high level of motivation towards special privileges as an incentive in the classroom. The highest-rated indicator is "I encourage to study well because of privileges." (Mean = 4.87, SD = 0.412), suggesting that students strongly associate academic effort with the benefits provided by the school. This implies that special privileges serve as a powerful motivational tool in fostering diligence and commitment to learning.

Other indicators also support this trend. "I enjoy supporting my studies to fully meet my potential because of some privileges given by the school." (Mean = 4.57, SD = 0.496) highlights that privileges contribute to students' academic growth and goal achievement. Additionally, "I maintain my bonded closeness to my teacher and school activities because of some opportunities given by the school." (Mean = 4.41, SD = 0.519) and "I do assignments because when I excel academically, the school offers some special privileges." (Mean = 4.39, SD = 0.703) suggest that incentives help build strong relationships between students and teachers while encouraging academic responsibility.

The lowest-rated indicator is "I encourage to be patient in my studies because hard work will be rewarded soon." (Mean = 4.23, SD = 0.928), which, despite being the lowest, still falls under the very high level. This suggests that while learners recognize the value of long-term rewards, some may find it challenging to remain patient in anticipation of privileges.

Overall, with an aggregate mean of 4.49 (SD = 0.322), the findings confirm that special privileges are highly effective in motivating students.

Research conducted in 2020 underscores the effectiveness of special privileges in enhancing student motivation. Jenny Gieras, in an article for Edutopia, highlights that recognizing student efforts through grades, privileges, and certificates serves as motivating acknowledgment, fostering increased engagement and enthusiasm for learning.

Similarly, the American Psychological Association emphasizes the importance of reducing effort and emotional costs to boost student motivation. Rosenzweig et al. (2020) suggest that helping students reinterpret cost perceptions positively can enhance their motivation, implying that special privileges can serve as effective incentives when aligned with students' perceptions and efforts.

Furthermore, Guilherme Lichand and Julien Christen's study in 2020 demonstrates that motivational interventions, such as nudges via text messages, significantly reduced student dropouts during school shutdowns. This finding suggests that even minimal privileges or recognitions can have a substantial impact on maintaining student engagement and motivation, especially in challenging circumstances.

Table 4 presents the Learners’ level of involvement in the classroom based on the in terms of Communicating, was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 4. *Learners’ level of involvement in the classroom based on the in terms of Communicating.*

Indicator	Mean	SD	Interpretation
As a learner...			
I make communication a priority.	4.91	0.523	Very High Level
I believe that communicating my teacher can enhance my learning.	4.81	0.639	Very High Level
I must listen to my teacher so that I can understand my lesson.	4.48	0.632	Very High Level
I keep conversation brief and direct to the point.	4.35	0.777	Very High Level
I should communicate my teacher always.	4.33	0.728	Very High Level
<b>Total</b>	<b>4.57</b>	<b>0.412</b>	<b>Very High Level</b>

Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.



Table 4 reveals that learners demonstrate a very high level of involvement in classroom communication. The highest-rated indicator is "I make communication a priority." (Mean = 4.91, SD = 0.523), suggesting that students highly value communication as an essential aspect of their academic experience. This implies that they recognize effective communication as a crucial factor in their learning process.

Other indicators also reflect strong engagement in communication. "I believe that communicating with my teacher can enhance my learning." (Mean = 4.81, SD = 0.639) highlights the importance students place on teacher-student interactions in improving their academic performance. Similarly, "I must listen to my teacher so that I can understand my lesson." (Mean = 4.48, SD = 0.632) emphasizes that students acknowledge listening as a vital part of communication for comprehension and learning.

The lowest-rated indicator is "I should communicate with my teacher always." (Mean = 4.33, SD = 0.728), which, despite being the lowest, still falls under the very high level. This suggests that while learners see the importance of consistent communication with teachers, they may not always engage in it regularly. Another relatively lower-rated indicator, "I keep conversations brief and direct to the point." (Mean = 4.35, SD = 0.777), implies that while learners recognize the value of concise communication, they may still be developing this skill.

Overall, with an aggregate mean of 4.57 (SD = 0.412), the findings indicate that learners place a very high importance on communication in the classroom. This suggests that effective teacher-learners interaction is a key factor in their academic engagement and success.

Research continues to highlight the critical role of communication in fostering an effective learning environment. For instance, Kang and Im (2020) explored how classroom communication influences student engagement and motivation in their study on online education. They discovered that clear, interactive communication between instructors and learners significantly enhances participation, ultimately leading to improved academic performance. Their findings underscore that effective communication is not only about conveying information but also about creating a sense of connection and collaboration within the classroom.

Similarly, Lim and Lee (2020) examined the impact of teacher-student communication on students' critical thinking skills in higher education. Their study revealed that open and encouraging communication fosters an atmosphere where students feel confident in expressing their ideas and questioning concepts. This interactive dialogue helps develop learners' analytical abilities, illustrating that communication serves as a foundation for deeper learning and intellectual growth.

Moreover, Johnson and Zhang (2020) investigated how peer communication in group activities contributes to learning outcomes in diverse classrooms. They found that students who actively exchange ideas, provide feedback, and collaborate with peers achieve a higher level of understanding and retention of course material. This research highlights that communication among peers is just as essential as teacher-student interaction, promoting cooperative learning and fostering inclusivity in the classroom environment.

Table 5 presents the Learners' level of involvement in the classroom based on the in terms of Volunteering, was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 5. *Learners' level of involvement in the classroom based on the in terms of Volunteering.*

Indicator	Mean	SD	Interpretation
As a learner...			
I volunteer to assist teachers work for betterment and development.	4.87	0.514	Very High Level
I attend in all school programs and activities	4.67	0.652	Very High Level
I stay current on class assignments.	4.47	0.652	Very High Level
I volunteer as a leader in the classroom.	4.23	0.829	Very High Level
I network with teachers.	4.22	0.926	Very High Level
Total	4.49	0.471	Very High Level

Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.

The results in Table 5 shows that learners exhibit a very high level of involvement in classroom activities in terms of volunteering. The highest-rated indicator is "I volunteer to assist teachers' work for betterment and development." (Mean = 4.87, SD = 0.514), suggesting that students are highly willing to support their teachers in tasks that contribute to educational improvement. This implies that learners see the value of collaboration and actively participate in efforts that enhance the learning environment.

Other indicators also reflect strong engagement in volunteering. "I attend in all school programs and activities." (Mean = 4.67, SD = 0.652) highlights students' commitment to extracurricular involvement, demonstrating their enthusiasm for school-related events. Similarly, "I stay current on class assignments." (Mean = 4.47, SD = 0.652) shows that learners are proactive in managing their academic responsibilities, ensuring that they keep up with coursework.

The lowest-rated indicator is "I network with teachers." (Mean = 4.22, SD = 0.926), followed closely by "I volunteer as a leader in the classroom." (Mean = 4.23, SD = 0.829). While still rated very high, these findings suggest that learners may be slightly less inclined to take on leadership roles or actively build professional relationships with their teachers compared to assisting with tasks or attending events.

Overall, with an aggregate mean of 4.49 (SD = 0.471), the results confirm that students are highly engaged in volunteering within the classroom.

Recent studies have emphasized the crucial impact of student involvement on improving classroom engagement. A study by Chetty and Bhagwan, (2023), investigated child and youth care students in South Africa participating in voluntary work within at-risk populations. The findings indicated that these students not only gained discipline-specific knowledge but also cultivated important values and principles relevant to their professional development. This highlights the necessity of incorporating volunteerism into educational curricula to promote both academic and personal growth.

Bhagwan (2020) research examined the advantages of student volunteer activities in enhancing teaching and learning at South African higher education institutions. The research indicated that adolescents engaged in community service activities experienced enhanced educational outcomes and a heightened feeling of social responsibility. The results indicate that integrating community participation efforts into academic curricula can markedly improve learners learning and societal awareness.

Additionally, Jenkin (2020) article examined elements that can enhance learners participation in volunteering at higher education institutions. Referencing successful initiatives at the University of Winchester, Jenkins emphasized that learners volunteering not only serves the community but also augments learners' talents and employability. The research highlighted the necessity for colleges to aggressively promote and enable volunteering opportunities, thereby enhancing the entire learners experience and cultivating a culture of civic involvement.

Table 6 presents the Learners' level of involvement in the classroom based on the in terms of Learning, was evaluated through various indicators, each with its respective mean and standard deviation (SD).

*Table 6. Learners' level of involvement in the classroom based on the in terms of Learning.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a learner...			
I give time to my assignments.	4.73	0.459	Very High Level
I monitor my learning in school.	4.43	0.649	Very High Level
I monitor what I have learned to track my learnings.	4.51	0.825	Very High Level
I can easily learn in the classroom.	4.57	0.639	Very High Level
I enrich my minds with other exercises at home.	4.36	1.005	Very High Level
<b>Total</b>	<b>4.52</b>	<b>0.715</b>	<b>Very High Level</b>

*Legend: 5 – 4.20–5.00 – Always – Very High Level; 4 – 3.40–4.19 – Often – High Level; 3 – 2.60–3.39 – Sometimes – Moderate Level; 2 – 1.80–2.59 – Rarely – Low Level; 1 – 1.00–1.79 – Never – Very Low Level.*

The results in Table 6 illustrates that learners demonstrate a very high level of involvement in classroom activities in terms of learning. The highest-rated indicator is "I give time to my assignments." (Mean = 4.73, SD = 0.459), suggesting that learners prioritize completing their academic tasks. This implies that they recognize the importance of assignments in reinforcing their learning and academic progress. Other indicators also reflect strong engagement in learning. "I can easily learn in the classroom." (Mean = 4.57, SD = 0.639) highlights students' confidence in grasping lessons effectively, which may indicate an encouraging and supportive learning environment. Similarly, "I monitor what I have learned to track my learnings." (Mean = 4.51, SD = 0.825) and "I monitor my learning in school." (Mean = 4.43, SD = 0.649) emphasize that students actively assess their academic progress, suggesting a high level of self-regulation in their learning process.

The lowest-rated indicator is "I enrich my mind with other exercises at home." (Mean = 4.36, SD = 1.005), which, although still rated very high, shows slightly less engagement in independent learning outside the classroom. This suggests that while students are dedicated to their academic responsibilities, they may benefit from additional encouragement to engage in self-directed learning activities at home.

Overall, with an aggregate mean of 4.52 (SD = 0.715), the results confirm that learners are highly engaged in their learning process. Their commitment to completing assignments, monitoring their progress, and actively participating in classroom activities reflects a strong academic mindset.

Recent research has highlighted the substantial influence of academic mindsets on learners engagement and performance. A study by Canning et al. (2023), revealed that when educators conveyed growth mindset messages highlighting that intellect can be cultivated via effort—students displayed heightened course engagement and enhanced academic performance. This effect was especially evident among first-generation college students, indicating that growth mindset interventions may assist in closing achievement inequalities in higher education.

Subsequent research by Lampropoulos et al. (2022) emphasized the significance of individualized augmented reality (AR) experiences in augmenting student motivation and engagement. Their thorough assessment of 670 studies revealed that incorporating gamification aspects into AR applications fostered more engaging learning environments, resulting in enhanced information retention and academic achievement. This indicates that technology-enhanced learning aids, when linked with curriculum goals, can promote a more participatory and engaging educational experience.

A study by Felnhofer et al. (2021) examined the correlation between students' assessments of competence and their intrinsic motivation. The researchers discovered that positive feedback and supportive learning environments that strengthen students' sense of competence substantially improve intrinsic motivation and engagement. Conversely, adverse feedback and unhelpful environments can reduce motivation, highlighting the necessity of cultivating a good and empowering educational setting to enhance sustained student engagement.

Table 7 presents the test of significant relationship between the incentive scheme and learners' involvement in the classroom, was evaluated through various indicators, each with its respective  $r$  and  $p$ -value.

Table 7. Test of significant relationship between the incentive scheme and learners' involvement in the classroom.

Variable	$r$	$p$ -value	Interpretation
Prizes	.533	.000	Significant
Monetary	.407	.000	Significant
Special Privileges	.391	.000	Significant
Overall	.651	.000	Significant

Table 7 reveals the significant relationship between the incentive scheme and learners' involvement in the classroom across all variables. The strongest correlation is observed in Overall ( $r = .651$ ,  $p$ -value = .000), suggesting that incentives as a whole play a crucial role in encouraging student participation and engagement in classroom activities. This implies that when incentives are effectively implemented, students are more likely to be involved in their learning process.

Among the specific types of incentives, Prizes ( $r = .533$ ,  $p$ -value = .000) show the highest correlation with learners' involvement. This suggests that tangible rewards, such as gifts or tokens, serve as strong motivators for students to actively participate in class. Monetary incentives ( $r = .407$ ,  $p$ -value = .000) also exhibit a significant positive relationship, indicating that financial rewards contribute to students' engagement, though to a lesser extent than prizes. Similarly, Special Privileges ( $r = .391$ ,  $p$ -value = .000) demonstrate a significant but slightly weaker correlation, suggesting that while students appreciate privileges, they may not be as powerful a motivator as tangible rewards or monetary incentives. Therefore, the null hypothesis is rejected.

Overall, the findings confirm that incentive schemes significantly influence learners' involvement in the classroom. The positive correlation across all variables suggests that incorporating rewards, whether in the form of prizes, money, or privileges, can enhance students' motivation and participation.

Recent research has examined the influence of reward systems on student engagement and motivation within educational environments. Pan (2023) examined the application of incentive mechanisms in technical schools, discovering that reward systems, including prizes, monetary and material incentives special privileges, markedly improved students' enthusiasm to learn and their engagement in activities. The research highlighted that incentives enhanced the perceived worth of educational activities, bolstered self-efficacy, and promoted active participation in the classroom.

A study by Jack, (2022) similarly investigated the impact of gamification in flipped classrooms. The researchers discovered that the integration of gamified components, including points and leaderboards, significantly enhanced student motivation and engagement. The study indicated that effectively executed gamification tactics could improve active engagement and provide a more profound comprehension of the subject matter.

Furthermore, Johnston and Jendoubi (2024) evaluated the effects of novel pedagogical incentives in a first-year undergraduate computing course. The researchers found that early interaction with course resources, stimulated by the provided incentives, was a predicted factor of ongoing student engagement. The study indicated that these incentives primarily advantaged highly engaged students, implying that strategic incentive frameworks can significantly improve student engagement in higher education. Similarly, a study by Abubakar, (2024) examined the influence of teacher incentives on student achievement in public secondary schools. The findings indicated that both monetary and non-monetary incentives for teachers positively affected student academic outcomes. The study emphasized that motivated teachers, driven by appropriate incentives, are more likely to enhance their teaching efforts, thereby improving student performance.

Additionally supporting these findings, a study investigated the relationship between motivation and student engagement in the classroom. The research underscored the importance of both intrinsic and extrinsic motivational factors in fostering active participation among students. The study suggested that incorporating incentive schemes tailored to students' interests and needs can significantly enhance their engagement and overall learning experience.

## Conclusions

From the findings presented above, the following conclusions were drawn in this study:

The findings indicate that learners demonstrate a very high level of motivation when offered prizes, monetary rewards, and special privileges as incentives. This suggests that tangible rewards play a significant role in driving learner engagement and effort. The

preference for such incentives highlights the importance of integrating motivational strategies that cater to learners' desires for recognition and tangible benefits to sustain their enthusiasm and commitment.

The findings indicate that communication in the classroom is a critical factor for learners, as it fosters high levels of engagement and active participation in the learning process. The enthusiasm of students to volunteer and collaborate demonstrates their commitment to achieving learning objectives and their overall satisfaction with the classroom environment. This highlights the importance of interactive and communicative teaching methods in maintaining a dynamic and supportive learning atmosphere.

The findings of the study confirm that incentive schemes significantly impact learners' involvement in the classroom. The positive correlation across all variables indicates that incorporating incentives such as prizes, money, or privileges enhances students' motivation and active participation. Consequently, the null hypothesis, which states that "There is no significant relationship between incentive schemes and learners' involvement in the classroom," is rejected, affirming the effectiveness of reward-based strategies in fostering classroom engagement.

The following recommendations are hereby offered:

To maximize the potential of incentive-based motivation, educational institutions and educators may design structured reward systems that incorporate prizes, monetary incentives, and special privileges. These rewards may align with educational goals, be equitably distributed, and be meaningful to learners. Additionally, combining these incentives with intrinsic motivators, such as fostering a love for learning and personal growth, can create a balanced approach to sustaining motivation over the long term.

To further enhance this positive dynamic, educators may prioritize strategies that encourage open communication and active involvement, such as collaborative activities, group discussions, and opportunities for student feedback. Providing a supportive environment where learners feel valued and heard can strengthen engagement and motivation. Additionally, integrating interactive tools and fostering a culture of inclusivity will ensure sustained participation and learning success.

Educators and school administrators adopt structured incentive schemes to boost student involvement and motivation. These schemes may be designed to balance tangible rewards, such as prizes or monetary incentives, with intrinsic motivators like recognition and privileges. Additionally, the incentive programs may be tailored to the diverse needs and interests of students to ensure inclusivity and sustainability, fostering a positive and dynamic learning environment.

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