

Using Reward-Based Question Boards to Enhance Student Engagement and Understanding of ASEAN in Grade 7 Araling Panlipunan

¹Ericka Potente, ²Jannie Olymph G. Araco, ³Genelyn R. Baluyos

¹Student Intern, ²Faculty ³Faculty

¹College of Education,

¹Misamis University, Ozamiz City, Philippines

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ABSTRACT

Student engagement and comprehension are key components of meaningful learning, especially in Araling Panlipunan, where grasping regional topics like ASEAN demands active learner participation. However, the subject is often underappreciated, and conventional teaching approaches frequently lead to passive learning and limited student interaction. This action research investigated the effectiveness of using reward-based question boards to enhance student engagement and understanding of ASEAN in Grade 7 Araling Panlipunan among students during the School Year 2024–2025 in a public secondary school in Ozamiz City. The study employed a classroom-based action research design, with 29 purposively selected students as participants. Data were gathered using a researcher-made checklist and analyzed using appropriate statistical tools, mean, standard deviation, and t-test. The following were the findings of the study: the level of student engagement and understanding of ASEAN before the implementation of the reward-based question board did not meet expectations, the level of student engagement and understanding of ASEAN after the implementation of the reward-based question board was very satisfactory, and there is a highly significant difference in the level of student engagement and understanding of ASEAN before and after using the reward-based question board. Effective intervention of the reward-based question board significantly improves student engagement and comprehension, highlighting the value of incorporating interactive strategies in teaching. School administrators may regularly assess the effectiveness of such interventions to ensure continuous improvement in student outcomes

Index Terms: Araling Panlipunan, ASEAN, intervention, rewards, student engagement, understanding

INTRODUCTION

The research "Using Reward-Based Question Boards to Improve Student Motivation and Comprehension of ASEAN in Grade 7 Araling Panlipunan" speaks to a problematic area in our education system. Social Studies is a crucial academic aspect of secondary education, but it is more often than not taken for granted. Additionally, students in Social Studies often have less positive experiences in school compared to other disciplines, such as English, Mathematics, and Science (Salacup-Policay et al., 2019). Examining attitudes towards learning, Araling Panlipunan reveals the global significance of understanding diverse cultures, histories, and international connections, particularly in the context of regional dynamics in ASEAN. This course promotes global citizenship among young students by offering a gate through which they can comprehend global issues, cross-cultural understanding, and the complexity of international relationships in an increasingly interconnected world (Mirafuentes, 2024). Building healthy classroom relationships enhances teamwork. Student engagement and critical thinking are particularly vital in subjects such as Social Studies, which value empathy and community (Johnson et al., 2024). Schools are currently struggling to teach social studies. Teachers are vulnerable because ineffective teaching methods lead to low student proficiency. Due to the complex and broad nature of Social

Studies, students encountered a range of challenges while studying the subject. Moreover, by revisiting the method of teaching social studies, we can potentially address the mentioned problem (Tomines et al., 2021). Self-determination theory posits that fostering relatedness among teachers and students, as well as among students, can promote intrinsic motivation, internalization of extrinsic motivation, and academic performance within learning environments (Escandell et al., 2023).

Though Social Studies is a fascinating subject, there are low motivational and low interaction rates among some students in Grade 7, leading to less dynamic and less collaborative classrooms. Motivational patterns involved sympathy and mastery styles for the groups, which were supplemented by confirming styles overall, although sometimes also supplemented by rebellious styles (Daher, 2021). The respondents voiced their low or no satisfaction regarding the influence of the classroom on their motivation for developing oral communication skills (Ali et al., 2020). The essence of the concept of motivation is the effort of the human to achieve their objective and the stimulus that drives their behaviors to attempt all available channels. The primary purpose of motivation is to encourage individuals to work voluntarily and effectively without relying on discipline and pressure factors (Yang et al., 2021). Rewards are one of the most vital sources of power that influence the direction and stability of educational behavior at school and help achieve the goal of education (Gürkan & Hakkoymaz, 2022).

The origin of most learning problems and misbehavior incidents at school and in the classroom is often connected to motivation. School motivation refers to the enthusiasm of students to engage in school-related activities, their willingness to attend school, their yearning for school, and their favorable attitudes toward school. Knowledge enables an individual to feel accomplished and become bolder (Mwambapa & Msuya, 2022). It is a significant confidence builder. Such self-assurance or confidence then triggers motivation and optimism, happiness, or the drive toward peace (Calp, 2020). That is, highly motivated students try to be actively engaged in class. Therefore, understanding students' level of motivation is crucial for active class engagement. The objective of the current research is to investigate the relationship between class participation and motivation levels in high school students (Nayır, 2019).

This research builds upon previous studies that highlight the significant contribution of a positive classroom environment to students' learning and development. Research has shown that positive reinforcement methods—such as daily compliments—can enhance students' confidence, self-esteem, and communication skills, which are crucial for participating in class discussions (Naiker et al., 2022; Rachmah et al., 2023). Nonetheless, although prior studies have investigated overall strategies for fostering a favorable classroom environment, an evidence gap exists in empirical studies examining the direct impacts of such interventions in Social Studies, especially at the Grade 7 Level (Miles, 2021; Rushton & Reiss, 2021).

Employing Reward-Based Question Boards to Increase Student Interest and Knowledge of ASEAN in Grade 7 Araling Panlipunan, this research follows a like approach by incorporating reward-based approaches into an interactive learning tool. Employing question boards that provide rewards, the research aims to replicate the benefits observed with the use of daily compliments, including improved teacher-student relationships and increased motivation, while directly addressing the topic of ASEAN. This strategy not only fills the empirical void by delivering quantifiable results on classroom dynamics and student interaction but also presents a replicable framework for increasing learning in a discipline that requires active involvement and collaboration.

This research aims to determine whether the integration of reward-based question boards into the teaching process can enhance classroom dynamics and increase students' motivation in Grade 7 Araling Panlipunan. It explores the interconnections between classroom teaching, self-efficacy, and motivation, offering empirical evidence on learning activities that foster creative problem-solving and collaborative learning (Aktan, 2019). In environments where students tend to struggle with low motivation that hinders cooperation, reward-based approaches can potentially transform attitudes toward greater citizen involvement, innovation, and improved teacher-student relations (Chaiyarat, 2024; Tsai, 2020). Since Araling Panlipunan tends to include debates about culture, government, and history, building strong interpersonal comprehension is essential. Therefore, by incorporating reward-based question boards into the lesson structure, this technique is designed to boost student participation and involvement in group work and discussions—an approach well-suited for investigating ASEAN subjects (Ramzan et al., 2023).

This action research enhances classroom relationships and increases student motivation in Grade 7 Araling Panlipunan through the use of "Reward-Based Question Boards." This technique provides learners with immediate positive reinforcement for their efforts, behaviors, and participation in each class session, following the principles of reinforcement that support social reintegration and promote educational growth (Grossi, 2021). Research indicates that reward-based strategies can enhance student engagement and facilitate the presentation of material in an engaging, interactive, and relevant manner (Tanju et al., 2024). The result is a collaborative and supportive classroom setting where students feel valued and motivated to participate actively in Social Studies discussions—especially during lessons focused on ASEAN.

This strategy fosters a positive and inclusive climate that encourages students to develop meaningful relationships with both peers and teacher-guides, who serve as key resources for instructional support and guidance (Morady Moghaddam, 2024). One of the primary advantages of this approach is the promotion of a favorable classroom climate that stimulates collaboration, active participation, increased motivation, and self-esteem, as well as strengthened teacher-student relationships. However, possible limitations include the potential for students to perceive rewards as inequitable or biased, particularly in larger classes. To address these concerns, the researcher will implement a tracking system to ensure that rewards are distributed fairly and are specific and genuine, thereby preventing any appearance of favoritism and encouraging all students to engage more actively in asking questions, observing, and reasoning (Jannah, 2023).

The implementation will follow a clear plan, beginning with identifying the key behaviors to acknowledge and setting up an organized tracking system. Rewards will be provided based on observations during each class session, and the effectiveness of the strategy will be monitored through regular reflections and feedback from students. This approach will be evaluated by examining its overall impact on classroom dynamics, motivation, and understanding of ASEAN topics in Araling Panlipunan.

In this study, the researcher aimed to use a rewards-based question board to improve understanding and student engagement in Grade 7 Araling Panlipunan during the school year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the level of student engagement and understanding of ASEAN before the implementation of the reward-based question board?
2. What is the level of student engagement and understanding of ASEAN after the implementation of the reward-based question board?
3. Is there a significant difference in the level of student engagement and understanding of ASEAN before and after using the reward-based question board?

METHODS

Research Design

This study employed classroom-based action research, utilizing a qualitative approach, to investigate the effectiveness of reward-based question boards in fostering classroom relationships and enhancing student motivation in Grade 7 Araling Panlipunan during the 2024-2025 school year at a public secondary school. A qualitative approach offers a more profound understanding by capturing the rich experiences and perceptions of both students and teachers through methods such as interviews, focus group discussions, and classroom observations. Classroom-based action research enables teachers to systematically investigate and reflect on their practices, identifying strategies that effectively enhance student learning and engagement. This model builds on various theoretical frameworks—including field theory, experiential learning theory, personal construct theory, action theory, and critical education science—to guide the process (Zuber-Skerritt, 2021). The design is particularly appropriate as it involves implementing and assessing the reward-based question boards over a month-long period to observe their impact on classroom dynamics and motivation. The intervention is seamlessly integrated into daily lessons, focusing on fostering a positive classroom environment and increasing engagement during Social Studies discussions, especially on ASEAN topics.

Research Setting

The study was conducted at one of the secondary private schools in Ozamiz City, Misamis Occidental. This institution is a public secondary educational school situated in Ozamis City. Since its inception in 1952, the school has been dedicated to delivering curriculum-based, high-quality, and affordable education to the local community. Aligned with the resolution mandated by the Department of Education (DepEd), it is currently at the forefront of implementing the K to 12 basic education program, encompassing both junior and senior high school levels. In adherence to the DepEd directive, the Junior High School curriculum spans grades 7 to 10, reflecting the institution's commitment to providing a comprehensive and modern educational experience for its students.

Respondents of the Study

The participants of the study were grade 7 learners. The participants were selected using a purposive sampling technique. The selection of participants was based on the following criteria: students enrolled in the Junior High School Department at a specific private secondary institution as grade 7 students for the academic year 2024-2025. Students who were admitted to a specific section or block in the 7th-grade curriculum. Students who had Araling Panlipunan subject. Students who gave their full consent to serve as respondents of the study. However, only one section or block of the Grade 7 curriculum was chosen, and not all sections of the Grade 7 curriculum were included. The researcher verified that all these conditions were met before conducting the survey.

Research Instruments

This study utilized the following research instruments to gather data on the effectiveness of daily compliments in improving classroom relationships and student motivation in Grade 7 Araling Panlipunan

A. Reward-Based Question Board Framework. The researcher developed a structured framework for the effective and consistent implementation of reward-based question boards. Guidelines will be established to tailor interactions by acknowledging individual student efforts, positive behaviors, and teamwork through rewards displayed on the board. This framework will be reviewed by the cooperating teacher to ensure alignment with best practices in positive psychology and classroom management.

In determining the test performance, the following scale will be used:

Score	Grade Equivalent	Interpretation
42-50	90-100	Outstanding
38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
30-33	75-79	Fairly Satisfactory
1-29	Below 75	Did not meet expectation

B. Lesson Plan. The researcher prepared lesson plans for Grade 7 Araling Panlipunan that incorporate the use of reward-based question boards. These lesson plans will be themed around ASEAN topics and other relevant Social Studies content. Moments for rewarding students—those who work hard, participate actively, or demonstrate effective teamwork—will be embedded into the lesson. Before implementation, the cooperating teacher will review the lesson plans and suggest necessary adjustments to ensure they meet curriculum standards and study objectives.

C. 50-item Multiple Choice Quiz. The primary research tool utilized in this study is a 50-item multiple-choice test on the subject of the Association of Southeast Asian Nations (ASEAN), as defined in the

MATATAG curriculum for Araling Panlipunan. The test seeks to evaluate students' academic achievement by testing their knowledge and comprehension of ASEAN's history, member states, objectives, principles, and its relevance to the Philippines and the Southeast Asian region. The test items are designed to mirror the learning competencies outlined in the MATATAG curriculum and aim at a variety of cognitive skills such as recall, understanding, and analysis. To confirm the validity and reliability of the quiz, it was checked by subject experts and pilot-tested before its actual administration in the study.

Data Collection

Procedures followed the conduct of data gathering.

A. *Pre-Implementation Phase.* First, the researcher will review relevant literature to establish the problems of the students in terms of keeping up positive classroom relations and sustained motivation. Then, he or she will develop a research proposal, which will be submitted to the appropriate school authorities such as the school principal for approval. The researcher will then conduct the study during the 2024–2025 school year. The **rewards-based question board** will form part of the lesson plans devised and piloted to align with the class curriculum standards set by the cooperating teacher. The researcher will also prepare the lesson plans and relevant materials based on the integration of game-based learning into the teaching strategy.

B. *Implementation Phase.* The implementation will be kicked off with an initial classroom observation to set up baseline data about classroom relationships and student motivation. Then, the researcher will implement the daily compliment intervention for four weeks in the middle of the Araling Panlipunan lessons. The compliments will be administered according to students' specific efforts, behaviors, or contributions to the classroom activities. During the implementation, classroom dynamics will be monitored using the observation checklist.

C. *Post-Implementation Phase.* On implementation phase, pre-test was administered to the students of Grade 7 by the researchers. Following that, the scheduled intervention, i.e., the "Rewards-Based Question Board" intervention, was incorporated into the classes in Araling Panlipunan on a one-month basis. Continuous monitoring and observation were conducted during this phase to monitor the academic performance of participants and also classroom behavior. A post-test assessment was provided after the implementation period. Lastly, the researcher collected, counted, analyzed, and interpreted the data to know the effectivity and statistical significance of the intervention.

Ethical Considerations

To maintain the ethical standards of this study, the researcher obtained the voluntary consent of the participants. The subjects' informed consent was obtained in accordance with the study's ethical standards and was acquired before the survey. As part of their ethical practice, the researchers presented respondents with a comprehensive briefing on the Data Privacy Act of 2012, taking utmost care to consider their needs.

Before conducting the research, approval was sought from the College of Education. The participants will be informed about the purpose of the study, their role in the study, and their rights. These students will be treated with respect and dignity. Ethical measures involve obtaining clearance from relevant authorities, securing informed consent from both the respondents and their parents, and emphasizing confidentiality and anonymity. Consent forms ensure participants' freedom to withdraw without consequences, and steps are taken to avoid harm or discomfort. Data is stored securely by the researcher and is not disclosed, made available to the public or assigned to any third party without the prior written consent of the other party.

Data Analysis

The data collected in this study were analyzed using appropriate statistical tools to address the research questions. Microsoft Excel and thematic analysis techniques were utilized to ensure accurate computation and interpretation of results. The following methods were applied:

Mean and Standard Deviation were used to describe the students' levels of classroom relationships and motivation before and after the implementation of the daily compliments intervention. These measures provided insights into the central tendency and variability of students' survey responses.

T-Test to explore the significant difference in students' relationships and motivation before and after the use of daily compliments, a Paired Sample T-Test was conducted. This test compared the mean scores of the pre-and post-surveys to determine whether there was a statistically significant improvement after the intervention.

RESULTS AND DISCUSSIONS

Level of Student Engagement and Understanding of ASEAN Before the Implementation of the Reward-Based Question Board

Table 1 presents the level of student engagement and understanding of ASEAN among Grade 7 learners prior to the use of the Reward-Based Question Board. The results reveal that the majority of students (68.97%) fell under the "Did Not Meet Expectations" category ($M = 23.34$, $SD = 8.85$).

This mean score (M) indicates that students were performing below the expected level of understanding and engagement which underscores a general lack of mastery over the lesson content while the standard deviation (SD) suggests a wide range of scores, pointing to varied levels of comprehension and interest among the learner. The inconsistency in students' grasp of the topic, with some performing slightly better while the majority fell short ($M = 23.34$, $SD = 8.85$). Consequently, this may be attributed to the use of teacher-centered or lecture-based methods, which tend to limit student interaction and active participation. As a result, these outcomes justify the need for an innovative and interactive teaching strategy aimed at stimulating student interest and promoting a deeper understanding of the lesson.

Teachers often relied on traditional methods of instruction, which focused primarily on lectures and rote memorization. Teaching strategies adopted by educators significantly impact the academic performance of their students (Isa et al., 2020). So, such guidelines are provided for selecting the appropriate type of lecture based on students' qualifications and lesson planning. It also explains how modern lecture design differs from traditional methods. A practical and effective model for organizing and designing modern lectures and the process includes assessing the audience's condition before the lecture, choosing a central theme and topic, justifying the lecture's purpose and content, selecting the lecture format and type, and incorporating interactive techniques. It also covers strategies for gathering audience feedback, concluding the lecture effectively, and evaluating the overall quality of the lecture (Dustkobilovich & Laylo, 2020). All methods contributed to the learning process, with the combination of lectures and practical activities achieving especially remarkable results (Sørensen & Ligestad, 2024).

The results of the study emphasize the importance of adopting interactive, student-focused teaching methods to enhance engagement and comprehension, as traditional approaches are insufficient in encouraging active participation. Implementing engaging techniques also creates a more inclusive learning environment, allowing students with diverse abilities to engage and thrive. Educators are urged to move away from conventional teaching methods and embrace strategies that encourage collaboration, critical thinking, and hands-on learning, ultimately leading to a more dynamic and successful educational experience for both students and teachers. Hence, many experts support the idea of replacing traditional teaching practices with contemporary approaches. The distinction between these two educational methods lies in three ((Wang, 2022). Indeed, student-centered method and teacher-student interactive method were recommended to enhance students' academic outcomes (Isa et al., 2020). Thus, utilizing a variety of teaching methods is essential when planning and delivering university instruction. It is also important to acknowledge the limitations of each method and take steps to reduce them. Additionally, lecturers are urged to conduct research on their own teaching techniques to improve the quality of education (Sørensen & Ligestad, 2024). The implication of these findings is clear: higher education institutions must prioritize faculty development programs that equip educators with the skills and knowledge needed to implement diverse, student-centered teaching strategies, thereby fostering improved academic outcomes and greater student satisfaction.

Table 1: Level of Student Engagement and Understanding of ASEAN Before the Implementation of the Reward-Based Question Board

Proficiency Level	Frequency	Percentage	M	SD
Very Satisfactory	1	3.45	40.00	-
Satisfactory	2	6.90	36.50	0.71
Fairly Satisfactory	6	20.69	31.67	1.21
Did Not Meet Expectations	20	68.97	18.70	6.13
Overall Performance	29	100.00	23.34	8.85

Note Scale: 45-50 (Outstanding); 40-44 (Very Satisfactory); 35-39 (Satisfactory); 30-34 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Level of Student Engagement and Understanding of ASEAN After the Implementation of the Reward-Based Question Board

Table 2 presents the level of student engagement and understanding of ASEAN among learners after the implementation of the Reward-Based Question Board. The findings indicate that the largest group of students (41.38%) achieved a "Very Satisfactory" proficiency level ($M = 42.08$, $SD = 1.89$).

This mean score (M) suggests that, on average, students demonstrated a commendable level of understanding and engagement with the ASEAN content following the intervention. The standard deviation (SD) indicates that the scores within this "Very Satisfactory" group were relatively close to the mean, suggesting a consistent level of comprehension among these learners ($M = 42.08$, $SD = 1.89$). Thus, the data reflects a positive shift towards better understanding and engagement after the implementation of the Reward-Based Question Board. The reduced standard deviation in the higher proficiency levels compared to the "Did Not Meet Expectations" group in the previous table suggests a more consistent grasp of the topic among students who benefited from the intervention. This suggests that the Reward-Based Question Board have contributed to improved student engagement and a more uniform understanding of the ASEAN content.

Utilizing a variety of teaching methods is essential when planning and delivering university instruction. It is also important to acknowledge the limitations of each method and take steps to reduce them. Additionally, lecturers are urged to conduct research on their own teaching techniques to improve the quality of education (Sørensen & Lagedstad, 2024). Also, it became evident that increased use of positive reinforcement led to more favorable student responses compared to when it was used less frequently. This approach also appeared to promote more consistent positive behavior, especially among students who were previously mild classroom disruptors (Ross, 2022). Additionally, teacher's effective classroom management is crucial for creating a productive learning environment. When management is lacking, students may find it difficult to participate actively and may experience feelings of anxiety. As such, it is the responsibility of school leaders to support teachers in developing strong classroom management skills. Before introducing professional development initiatives, school leaders should first evaluate how teachers incorporate praise and rewards into their management practices (Bolat, 023). Additionally, incorporating cultural elements into the curriculum fosters a deeper connection between students and the subject matter, promotes mutual respect among diverse communities, and helps preserve the rich cultural heritage of Southeast Asia (Desma, 2024).

The findings imply that using reward-based strategies, such as the Question Board, can significantly improve student engagement and comprehension, especially in lessons involving culturally relevant topics like ASEAN. This suggests that positive reinforcement not only boosts academic achievement but also encourages more consistent performance among students. Consequently, educators and school leaders are encouraged to integrate motivational tools into their teaching methods to enhance participation and understanding in various educational settings. Instructors should implement diverse teaching techniques that align with their subject areas to promote student engagement. Additionally, it is important to cultivate student motivation to increase participation and involvement in the classroom (Halif et al., 2020). As well, the integration of reward-based gamification strategies with Learning Analytics offers a promising approach to enhance participant engagement and collaboration while also enabling teachers to make informed decisions and assess the impact of activities (Lobo

Quintero et al., 2020). The implication of these findings is that educational institutions should consider investing in the development and implementation of structured reward-based systems and technological tools that support gamified learning and data-driven instruction. Doing so can lead to more engaging, inclusive, and effective learning environments that cater to diverse student needs and promote long-term academic success.

Table 2: Level of Student Engagement and Understanding of ASEAN After the Implementation of the Reward-Based Question Board

Proficiency Level	Frequency	Percentage	M	SD
Outstanding	9	31.03	45.67	1.32
Very Satisfactory	12	41.38	42.08	1.89
Satisfactory	7	24.14	37.00	1.73
Fairly Satisfactory	1	3.45	34.00	-
Overall Performance	29	100.00	41.69	3.91

Note Scale: 45-50 (Outstanding); 40-44 (Very Satisfactory); 35-39 (Satisfactory); 30-34 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Significant Difference in the Level of Student Engagement and Understanding of ASEAN Before and After Using the

Reward-Based Question Board

Table 3 display the analysis of the significant difference in the level of student engagement and understanding of ASEAN before and after using the Reward-Based Question Board. The data includes the mean (M), standard deviation (SD), t-value, p-value, and the decision regarding the null hypothesis (Ho).

The results indicate a "highly significant" difference in students' level of engagement and understanding of ASEAN before and after using the reward-based question board. Specifically, the level of engagement and understanding before using the reward-based question board (M = 23.34, SD = 8.85) compared to after using the reward-based question board (M = 41.69, SD = 3.91) demonstrates a substantial improvement ($t=11.54$, $p<0.001$). This p-value is considerably less than the conventional significance level of 0.05, and even the more stringent 0.01 threshold, thus indicating a highly statistically significant difference. Consequently, the null hypothesis, which stated that there is no significant difference in the level of student engagement and understanding of ASEAN before and after using the reward-based question board, is rejected.

The highly significant statistical difference observed strongly suggests that the introduction of the Reward-Based Question Board effectively enhanced students' involvement with and understanding of ASEAN concepts. This outcome underscores the importance for educators to employ diverse instructional strategies tailored to their specific disciplines to cultivate greater student engagement.

Using games in the classroom can significantly enhance the learning experience for students. Topics like ASEAN countries, which involve learning about maps, capitals, and natural features, may become monotonous if students are limited to textbook-based information. To maintain student interest and prevent disengagement, teachers should incorporate varied learning resources and interactive activities that make the material more dynamic and enjoyable (Aji & Fauzi, 2023). Also, reward systems have been shown to be particularly effective in promoting positive behaviors and boosting academic performance (Kaya & Nazarov, 2025). This proved to be an effective way to encourage student participation in class discussions. Students who engaged in the interventions and earned rewards were more productive in completing class activities than those who did not. They worked efficiently, finished assigned tasks promptly, and excelled in group activities requiring teamwork (Anthony et al., 2023).

The implications of the study suggest that by means of game-like tools, such as the Reward-Based Question Board, can greatly improve how interested and how well students understand topics, and this isn't limited to just learning about ASEAN. Because of this, teachers should think about using fun, interactive activities and

rewards in their lessons to make learning better and more effective. When students are actively involved through enjoyable and motivating methods, they tend to learn more and have a more positive experience in school. Indeed, such gamification serves as a powerful strategy to captivate users, driving greater adoption of educational systems while enhancing their interactivity and overall engagement. (Bouchrika et al., 2021).

Table 3: Significant Difference in the Level of Academic Performance of the Students in Araling Panlipunan 9 Ekonomiks Before and After the Use of “Luck of the Draw” Strategy

Variables	M	SD	t-value	p-value	Decision
Before Using the Reward-Based Question Board	23.34	8.85	11.54	0.00	Reject Ho
After Using the Reward-Based Question Board	41.69	3.91			

Ho: There is no significant difference in the level of academic performance of the students in Araling Panlipunan 9 Ekonomiks before and after the use of the luck of the draw strategy

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

SUMMARY AND FINDINGS

Summary

Student engagement and comprehension are key components of meaningful learning, especially in Araling Panlipunan, where grasping regional topics like ASEAN demands active learner participation. However, the subject is often underappreciated, and conventional teaching approaches frequently lead to passive learning and limited student interaction. This action research investigates the effectiveness of using reward-based question boards to enhance student engagement and understanding of ASEAN in Grade 7 Araling Panlipunan among students during the School Year 2024–2025 in a public secondary school in Ozamiz City. The study employed a classroom-based action research design, with 29 purposively selected students as participants. Data were gathered using a researcher-made checklist and analyzed using appropriate statistical techniques. The research aimed to answer the following questions: 1) What is the level of student engagement and understanding of ASEAN before the implementation of the reward-based question board? 2) What is the level of student engagement and understanding of ASEAN after the implementation of the reward-based question board? 3) Is there a significant difference in the level of student engagement and understanding of ASEAN before and after using the reward-based question board?

Findings

The following were the findings of the study: The level of student engagement and understanding of ASEAN before the implementation of the reward-based question board did not meet expectations. The level of student engagement and understanding of ASEAN after the implementation of the reward-based question board was very satisfactory. There is a highly significant difference in the level of student engagement and understanding of ASEAN before and after using the reward-based question board.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, the conclusions drawn from the findings of this study are: The lecture method alone may not sufficiently engage students or enhance their understanding, as it often limits interaction and active participation. The effective intervention of the reward-based question board significantly improves student engagement and comprehension, highlighting the value of incorporating interactive strategies in teaching. There is a significant difference in student engagement and understanding before and after the implementation of the reward-based question board, indicating that the intervention had a positive and measurable impact on learning outcomes.

Recommendations

The following are the recommendations based on the study's findings and conclusion. Teachers may apply different teaching methods by combining traditional lectures with more interactive approaches. Students may participate with interactive activities, such as the reward-based question board, which not only enhances comprehension but also makes learning more enjoyable and rewarding. School administrators may regularly assess the effectiveness of such interventions to ensure continuous improvement in student outcomes. Future studies may utilize the various types of reward systems to determine which are most effective in enhancing student engagement and understanding.

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