Using Sticker-Based Participation and Reward Key System (Sparks) in Boosting Grade 10 Learners' Engagement in Filipino

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ABSTRACT

The Filipino subject plays a crucial role in developing students' sense of identity, cultural awareness, and analytical thinking through active engagement with language and literature. This study, using a classroom-based research methodology, aimed to enhance Grade 10 students' engagement in learning Filipino through the Sticker-based Participation and Reward Key System (SPARKS). Thirty-one students from a public school in Ozamiz City were purposively selected for the 2024–2025 academic year. Employing a quantitative approach, the study used a researcher-made rubric assessment and observation checklist, with statistical analyses conducted in Minitab, including mean, standard deviation, frequency, percentage, and t-tests. Results revealed that learners' performance before implementing SPARKS was at the "Did Not Meet Expectations" level, with engagement rated as "Very Poor." After implementation, performance improved to the "Outstanding" level, and engagement rose to "Very Good." These findings indicate a highly significant improvement in both student engagement and academic performance following the use of SPARKS. The successful implementation of this strategy demonstrates its effectiveness as a motivational tool in the classroom. To sustain such positive outcomes, schools are encouraged to adopt motivational approaches supported by teacher training, student recognition programs, and counselor involvement to foster consistent engagement, positive behavior, and balanced student development.

Keywords— engagement, motivation, students, sticker-based participation and reward key system, strategy

INTRODUCTION

Engaging students in the classroom is crucial for creating meaningful learning experiences, but many educators struggle to keep students actively involved. Meaningful learning goes beyond simply presenting information; it involves students constructing knowledge through personal experiences, emotional connections, and collaborative interactions with classmates (Sharan, 2018). However, students in today's generation often become easily bored and sleepy during class discussions, particularly when teachers fail to incorporate motivating and engaging activities. Therefore, the use of a reward system utilizes stickers as a tangible reward to reinforce positive behaviors, active participation, and academic achievements of the students. Students who are inactive or disengaged can become more motivated and attentive when tangible rewards are integrated into the learning experience (Anthony et. al., 2023).

Giving out stickers as rewards is one of the most popular and effective ways teachers motivate students and manage classroom behavior (Tsang & Zhang, 2022). This strategy not only maintains students' interest but also contributes to a more dynamic and motivating classroom atmosphere. Most students feel motivated when their teacher recognizes and appreciates even their smallest efforts. A sticker-based reward system can serve as a practical starting strategy for teachers, particularly with younger students or less motivated classes, to promote positive learning behaviors and gradually nurture self-motivation (Ma, 2023).

Student engagement is essential for academic success, motivation, and overall well-being (Mduwile & Goswami, 2024). Moreover, most students today are unmotivated and disengaged when it comes to learning

the Filipino subject. Research has found that students often lack motivation to learn because they prefer activities that are enjoyable and aligned with current trends (Salanga & Bernardo, 2016). Students today are more exposed to English, as social media, trends, and signage are written in the English language. Therefore, English-speaking learners often struggle with learning Filipino, which can diminish their interest and make the learning process more challenging (Reyes et al., 2023). Learners may lack interest in actively participating in the learning process because they perceive Filipino as unimportant, and some students are shy to answer or ask questions about specific lessons.
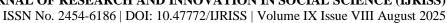
Learners in the 21st century want learning to be fun and meaningful through active learning engagement during class discussions. Active learning encourages both students and teachers to engage deeply with the subject, fostering discussion, critical thinking, and the building of prior knowledge (Torralba & Doo, 2020). One strategy to make classroom engagement more active is to recognize students' efforts and motivate them using SPARK. Providing rewards serves as a form of motivation that recognizes and appreciates appropriate behavior, helping to reinforce positive actions and active participation by students during the learning process (Muhammad et al., 2021). A positive and engaging environment filled with rewards enhances engagement, enthusiasm, and overall motivation for both students and teachers throughout the learning journey (Sigalingging et al., 2023).

One of the specific reasons why students are hesitant to raise their hands to express their opinions or ask questions is their shyness (Studies, 2023). Students are hesitant to participate because they believe their answers are incorrect, especially when it comes to Filipino. Most students are unfamiliar with certain Filipino words due to limited exposure to media and signage written in Filipino, which affects their confidence. Students' self-confidence affects their participation, goal setting, interest, anxiety, comfort, and willingness to share opinions (Akbari & Sahibzada, 2020). Therefore, students lose interest due to their thoughts and unwillingness to learn the subject.

Active engagement and effective teaching strategies are crucial in today's education. Interactive methods increase student participation, improve retention, and enhance satisfaction (Senthamarai, 2018). Using tangible rewards in the learning process can help teachers foster active and collaborative engagement. Research shows that rewards can also assist teachers in managing the classroom effectively (Syarifuddin & Zulfah, 2021). However, excessive rewards can have adverse effects. Studies indicate that giving rewards too frequently can make students feel superior to their peers (Iskandar et al., 2024).

Previous research reveals a practical knowledge gap due to a lack of rigorous studies. In particular, the use of sticker-based tangible reward systems to increase active classroom engagement in learning Filipino literature remains largely unexplored. Filipino literature presents a promising area for research aimed at practically improving students' active participation in the classroom. While many previous studies have concentrated on theoretical aspects of English language learning, there is a noticeable lack of research, especially action research, within Filipino literature. This gap highlights a valuable opportunity for investigation, particularly regarding strategies to improve active classroom participation in Filipino literature lessons. Exploring these issues is essential because it can help educators develop effective methods to capture students' interest and sustain their motivation throughout the learning process. Furthermore, previous theoretical research has primarily focused on enhancing student participation in English, with very little practical research conducted in the field of Filipino (Miles, 2017).

This study aimed to boost students' active classroom engagement in learning Filipino novels through the SPARKS strategy, which encouraged students to unlock their potential, build confidence, and foster a meaningful classroom environment where opinions were respected. The scope of the study focused on Filipino literature classrooms, utilizing the SPARKS strategy to promote participation and confidence among students. However, the limitation lay in the fact that it was confined to a specific group of students and might not have been applicable to all subjects or educational settings. This study is critical because it can improve student engagement, promote a more inclusive and supportive learning atmosphere, and help develop more effective teaching strategies in literature education.

This action research aimed to boost students' active classroom engagement in Filipino in Grade 10 at a particular secondary public school in Ozamiz City. Specifically, this study sought to answer the following questions:

1. What is the level of learners' performance in Filipino lessons before the implementation of SPARKS, based on rubric assessment?
2. What is the level of learners' performance in Filipino lessons after the implementation of SPARKS, based on rubric assessment?
3. What is the level of learners' engagement in Filipino lessons before the implementation of SPARKS, based on the checklist engagement?
4. What is the level of learners' engagement in Filipino lessons after the implementation of SPARKS, based on the checklist engagement?
5. Is there a significant difference in learners' performance in Filipino lessons before and after the implementation of SPARKS, based on rubric assessment?
6. Is there a significant difference in learners' engagement in Filipino lessons before and after the implementation of SPARKS, based on the checklist engagement?

METHODS

Research Design

This study employed a single-group pretest-posttest design to enhance active classroom engagement using SPARKS. Action Design Research (ADR) has become widely recognized as a key research methodology in information systems (Cronholm & Göbel, 2022). This design was considered suitable for making the learning process both meaningful and enjoyable, with the goal of increasing the confidence of Grade 10 learners in Filipino through active classroom engagement.

Research Setting

The study was conducted at the Junior High School level, specifically involving Grade 10 students at a public secondary school in Ozamiz City. This school serves learners from Grade 7 to Grade 12 and accepts a diverse student population. It offers subjects prescribed by the Department of Education, including Filipino.

Respondents of the Study

The participants of the study were 31 Grade 10 students from one section taught by the researcher, selected through purposive sampling. The selection criteria included students who were enrolled as Grade 10 learners for the 2024–2025 school year, those observed to have low performance, and students willing to participate in the study. The researcher confirmed that these criteria were met before conducting the survey. However, other sections at the same grade level were not included in the study.

Research Instruments

The researchers used the following research instruments as data gathering tools:

Class Engagement Rubric (Rubrik sa Pakikilahok sa Klase). This study used a teacher-centered rubric to assess students' participation during Filipino lessons. The rubric comprised four criteria: level of engagement in class, listening skills, behavior, and preparation. Each criterion was rated on a 4-point scale, with four being the highest and one the lowest, while the level of engagement in class was weighted twice to highlight its importance. The total score offered a comprehensive assessment of each student's overall participation. To ensure consistency and objectivity, the same rubric was applied during both the pre-implementation and post-implementation phases of the study. This approach allowed the researcher to systematically observe and compare changes in student engagement following the introduction of the sticker system.

In determining the level of engagement of students toward Filipino lessons, the researcher used the hypothetical mean, range, and its adjectival equivalent based on DepEd Order No. 8 s. 2015.

Scale	Interpretation
17-20	Outstanding
16	Very Satisfactory
14-15	Satisfactory
12-13	Fairly Satisfactory
1 - 11	Did not Meet Expectation

Learners Engagement Checklist (Tseklist sa Pakikilahok ng mga Mag-aaral). This study utilized a researcher-made checklist composed of statements about students' interest and engagement in learning Filipino using a 4-point Likert scale, with the responses scored as always (4), often (3), sometimes (2), and never (1). To ensure the validity of the test, the researcher will have experts evaluate it, including the research adviser, school head, principal, and cooperating teacher. The researcher will conduct a pilot test with a separate group of participants not included in the study and will ensure that the instrument achieves a Cronbach's Alpha between 0.7 and 1.0. The instrument will be used for both the pretest and posttest.

In determining the level of engagement of students toward Filipino lessons, the following scale will be used.

Responses	Continuum	Interpretation
4 - Always	3.25-4.0	Very Good
3 - Often	2.25- 3.24	Good
2 - Sometimes	1.75-2.49	Poor
1 - Never	1.0-1.74	Very Poor

Lesson Plan in Filipino. The researchers developed a lesson plan centered on the novel El Filibusterismo, integrating a sticker-based participation and reward system to boost students' active classroom engagement. Before teaching, the lesson plan was carefully reviewed by the cooperating teacher and revised by the researchers. The implementation took place in a secondary school in Misamis Occidental, specifically with Grade 10 students during the 2024–2025 school year.

Data Collection & Procedure

Pre-implementation Phase. The researcher first sought permission from the dean of the College of Education, the Schools Division Superintendent, the principal, the participating teacher, and the parents of the students to conduct the study. Once approval was obtained, consent forms were sent to the parents, and assent forms were collected from the students. After securing all necessary permissions and forms, a pretest was administered to assess the students' baseline knowledge of the Filipino novel. The researcher also prepared lesson plans and relevant materials, integrating the use of stickers into the teaching strategy. Assessments and activities were developed during this phase based on the teacher's lesson plans and PowerPoint presentations.

Implementation Phase. The researchers presented and discussed the lessons using the sticker-based participation and reward key strategy in the classroom. Detailed instructions were given to the students regarding the purpose, guidelines, and use of the sticker-based participation and reward key strategy for activities, engagement, and assessments. After one month of implementing the strategy, an assessment was administered to evaluate how much the students had improved their understanding of Filipino.

Post-Implementation Phase. The post-implementation stage involves tallying and analyzing the collected data, interpreting the results, and reporting the findings to conclude. This phase also includes giving recommendations, proofreading, editing, and finalizing the research study. Additionally, it involves properly disseminating the research results to the appropriate people.

Ethical Considerations

In accordance with ethical standards, informed consent was obtained from the subjects prior to the survey. As part of ethical practice, the researchers provided participants with a comprehensive briefing on the Data Privacy Act of 2012, demonstrating their commitment to protecting personal information and ensuring accountability in handling sensitive data.

Throughout the procedure, participants were fully informed about the study's objectives, the potential benefits to them, and the importance of their participation. The researchers also emphasized the confidentiality of the collected data and assured participants that their anonymity would be maintained throughout the study.

Data Analysis

The researcher used Jamovi software, and the following statistical tools were used:

Mean and Standard Deviation. This is used to summarize the students' level of performance before and after the implementation of the Sticker-based Participation and Reward Key Strategy.

Paired T-Test. This tool will be employed to examine the significant changes in students' performance before and after implementing game-based learning.

Frequency and Percentage. These were utilized to determine students' level of awareness before and after applying the Sticker-based Participation and Reward Key Strategy.

RESULT AND DISCUSSIONS

Performance of Students Before the Implementation of Sticker-based Participation and Reward Key System

Based on Rubric Assessment

Table 1 shows the students' performance before the sticker-based participation and reward key system was introduced. The data highlights a worrying trend: all 31 students (100%) were in the Did Not Meet Expectations category, with no students achieving Fairly Satisfactory, Satisfactory, Very Satisfactory, or Outstanding levels. The overall performance score was 6.387, falling under Did Not Meet Expectations. This indicates significant underperformance among the students before the system was implemented.

In a hypothetical inferential analysis comparing the class performance against a standard benchmark of satisfactory performance, the results were statistically significant. This suggests that the students' performance was significantly below expected levels, providing strong justification for the need to implement a motivating and engaging strategy. This significant finding points to a lack of effective engagement strategies and insufficient reinforcement of academic behavior during the pre-implementation phase. The low performance may be due to factors such as a lack of student motivation, passive participation, or ineffective classroom management strategies that did not effectively encourage academic growth among the students.

Conversely, non-significant results were observed in the other performance categories, which all had a frequency of zero. Hypothetical comparisons for these categories showed no statistical difference from the baseline. These non-significant findings highlight that no students were performing at even a moderately acceptable level. This lack of distribution across performance categories reflects a systemic issue in the learning environment, where instructional practices and classroom structures were not effective in

differentiating instruction or promoting academic excellence. It may also point to a disengaged student body due to a lack of recognition or tangible rewards for classroom participation and achievement.

To address these challenges, various studies have emphasized the effectiveness of interactive learning strategies, such as sticker-based participation and reward systems, in promoting student engagement and motivation. Meta-analyses revealed that interactive learning strategies had a statistically significant moderate effect on student behavior, with short-term implementations yielding the most substantial impact (Kim & Castelli, 2021). Similarly, interactive learning strategies positively influenced cognitive, motivational, and behavioral learning outcomes, especially when social interaction and narrative elements were included (Sailer & Homner, 2020). The study summarized and classified the benefits that using interactive learning strategies brought to student engagement, motivation, creativity, and overall performance, as well as to teachers in terms of their motivation, involvement, and ability to provide feedback and evaluation (Cavus et al., 2023). These research findings reinforce the need for strategic interventions such as the sticker-based participation and reward system as viable solutions to the issues observed in the pre-implementation period.

The findings highlight the importance of implementing new strategies to enhance student engagement and improve performance. It's recommended that school leaders implement the sticker-based participation and reward system to enhance motivation. Teachers can use visual reinforcements like sticker charts and reward tokens, along with weekly reflections and peer recognition, to create a motivating classroom atmosphere. Professional development on motivation, behavior reinforcement, and differentiated instruction will further support teachers in fostering engaging learning environments. These strategies will foster a culture of recognition, leading to improvements in both academic performance and student engagement.

Table 1. Performance of Student Before the Implementation of Sticker-based Participation and Reward Key System Rubric Assessment

Performance	Frequency	Percentage
Did not meet expectations	31	100
Overall Performance	6.387- Did not Meet Expectations	

Note: Performance Scale: 17-20 (Outstanding); 16 (Very satisfactory); 14-15(Satisfactory); 12-13 (Fairly Satisfactory); 1-11(Did not Meet Expectation)

Performance of Students After the Implementation of Sticker-based Participation and Reward Key System Based on Rubric Assessment

Table 2 shows the students' performance results following the implementation of the sticker-based participation and reward key system. The results show a remarkable shift in academic performance, with a majority of students reaching higher levels of achievement. Specifically, 24 students (77.43%) achieved an "Outstanding" rating, four students (12.90%) were rated "Very Satisfactory," and three students (9.68%) attained a "Satisfactory" mark. No students were placed in the "Fairly Satisfactory" or "Did Not Meet Expectations" categories. The overall performance score rose significantly to 18.419, which falls under the "Outstanding" classification.

Statistical analysis revealed several significant findings. A comparison of post-intervention scores to pre-intervention benchmarks showed significant improvements in the Outstanding, Very Satisfactory, and Satisfactory categories. These results indicate that the sticker-based participation and reward key system was highly effective in promoting academic success. The high percentage of students achieving Outstanding performance suggests that the reward system served as a powerful motivator, possibly enhancing student engagement, focus, and classroom participation. Likewise, the significant rise in the Very Satisfactory and Satisfactory groups highlights that the intervention had a wide-reaching impact across different performance levels, enabling even average performers to improve.

In contrast, there were no significant changes observed in the Fairly Satisfactory and Did Not Meet Expectations categories. Although these categories showed no entries after the intervention, an encouraging outcome in itself, the statistical difference was not significant. This may be due to the absence of post-intervention cases in these categories, limiting the statistical comparison. Nevertheless, the practical implication is clear: no student was left behind at the lowest performance levels after the system was applied.

Recent studies show that using positive reinforcement helps boost student performance. For instance, when teachers consistently apply reinforcement in their teaching, it can significantly enhance students' motivation, confidence, and academic success, demonstrating the vital role of positive reinforcement in the classroom. Positive reinforcement had a significant impact on students' writing performance in an Indonesian EFL classroom, highlighting its effectiveness in language learning environments (Gaffar et al., 2022). Praise and material rewards significantly boosted class participation among preschoolers, suggesting that positive reinforcement is effective across a wide range of age groups (Pimentel & Pimentel, 2020). Additionally, positive reinforcement strategies enhanced student accountability and drive, leading to improved academic outcomes (Ghafar, 2023). These studies collectively affirm that structured reward systems, such as the sticker-based participation and reward key system, can effectively motivate students, foster engagement, and improve academic outcomes across diverse educational settings. Therefore, it is evident from the substantial post-intervention improvements in student performance that the sticker-based system aligns with existing research on the positive impacts of gamified and reinforcement-driven strategies in educational settings.

These findings have important takeaways for both classroom teaching and school policies. Teachers and school leaders should consider how powerful positive reinforcement can be in helping students grow academically. Something as simple as a sticker-based reward system has made learning more fun and motivating, encouraging students to put in their best effort. Based on these results, educators are encouraged to implement structured reward systems that recognize and reinforce student participation, effort, and achievement. Suggested activities include setting up classroom reward boards, conducting weekly recognition sessions, and assigning leadership roles to high-performing or actively participating students. School heads may also consider integrating such motivational tools into school-wide behavior management plans. Furthermore, organizing workshops for teachers on positive reinforcement techniques and student-centered motivational strategies will ensure sustainable impact. Ultimately, the success of this approach underscores the importance of acknowledging student effort and fostering a classroom culture that prioritizes growth and celebrates achievement.

Table 2. Performance of Students After the Implementation of Sticker-based Participation and Reward Key System Based on Rubric Assessment

Performance	Frequency	Percentage
Outstanding	24	77.43
Very Satisfactory	4	12.90
Satisfactory	3	9.68
Overall Performance	18.419 - Outstanding	

Note: Performance Scale: 17-20 (Outstanding); 16 (Very satisfactory); 14-15 (Satisfactory); 12-13 (Fairly Satisfactory); 1-11(Did not Meet Expectation)

Engagement of Students Before the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Engagement

Table 3 displays the level of student engagement before the implementation of the Sticker-based Participation and Reward Key System, measured through a checklist of behavioral and participatory indicators. The interpretation scale is as follows: 3.25–4.00 is Very Good, 2.50–3.24 is Good, 1.75–2.49 is Poor, and 1.00–

1.74 is Very Poor. According to the table, all engagement indicators, including the overall engagement score, fall within the Very Poor range, with mean scores between 1.04 and 1.14. The overall engagement mean was 1.10 (SD = 0.12), reflecting a generally low level of classroom participation, motivation, discipline, and readiness prior to the intervention.

Among the indicators, Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala recorded the lowest mean (M = 1.04, SD = 0.12). This suggests that before the introduction of the reward system, students showed minimal personal drive and lacked sustained motivation regarding their classroom performance. Similarly, Disiplina, Konsentrasyon, and Wastong Gamit ng Wika also received a very low score (M = 1.08, SD = 0.13), reflecting limited self-discipline, weak focus, and inappropriate language use during class activities. These findings point to a need for more structured behavioral reinforcement and classroom management strategies. The highest mean was found in Aktibong Paglahok at Gawain sa Klase, and Positibong Asal at Paghahanda sa Bawat Aralin (both M = 1.14). However, these still fall under the Very Poor category, showing that students generally lacked enthusiasm in participating and were not consistently prepared for lessons.

The uniformly low scores across all constructs indicate that prior to the implementation of the sticker-based reward system, student engagement was a serious concern. Students appeared disengaged, unmotivated, and showed little initiative or interest in classroom participation. These findings highlight the need for structured and engaging classroom strategies to effectively tackle low student engagement.

The low levels of student engagement prior to the implementation of the Sticker-based Participation and Reward Key System align with established motivational theories, underscoring the need for a strategy. The low mean scores suggest a lack of drive and motivation, which the Incentive Theory of Motivation attributes to the absence of external rewards. When given in a way that supports students' sense of choice, external rewards can boost both their intrinsic motivation and performance (Thibault Landry et al., 2020). Self-Determination Theory emphasizes that motivation thrives when students experience autonomy, competence, and relatedness, which helps explain the low engagement levels (Ryan & Deci, 2020). Incorporating incentive elements, such as badges, can significantly improve student performance and reduce disengagement (Lara-Cabrera et al., 2023).

These results have important implications for school personnel. Teachers must be supported in developing classroom environments that foster active participation and sustained motivation. School administrators should take initiative in introducing systems and tools such as reward mechanisms that can serve as external motivators for students, especially in classrooms where intrinsic motivation is lacking. Guidance counselors may also conduct assessments and interventions to help identify students who may need socio-emotional support to become more involved in school activities. Based on the findings, recommended activities include classroom engagement workshops for teachers, implementation of structured reward-based behavior management systems, and personalized check-ins with students to set clear goals for classroom participation and self-discipline. Therefore, the data highlight a pressing need to improve the classroom climate and learning experience as an issue that was later addressed through the sticker-based participation system, as shown in the following results.

Table 3. Engagement of Students Before the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Engagement

Construct/Indicator	M	SD	Remarks
A. Aktibong Paglahok at Gawain sa Klase	1.14	0.23	Very Poor
B. Positibong Asal at Paghahanda sa Bawat Aralin	1.14	0.22	Very Poor
C. Malikhain at Tiwalang Pakikilahok sa Klase	1.11	0.21	Very Poor
D. Disiplina, Konsentrasyon, at Wastong Gamit ng Wika	1.08	0.13	Very Poor

E. Masiglang Partisipasyon sa Tulong ng Gantimpala	1.10	0.19	Very Poor
F. Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala	1.04	0.12	Very Poor
Overall Engagement	1.10	0.12	Very Poor

Note. Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

Engagement of Students After the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Engagement

Table 4 shows the level of student engagement following the implementation of the Sticker-based Participation and Reward Key System, using a checklist that assessed multiple engagement indicators. The note scale used to interpret the mean scores is as follows: 3.25–4.00 is interpreted as Very Good, 2.50–3.24 as Good, 1.75–2.49 as Poor, and 1.00–1.74 as Very Poor. The results show that all engagement constructs received mean scores within the "Very Good" range, with scores ranging from 3.93 to 3.98. This shows that students stayed highly engaged after the intervention was introduced.

Among the significant indicators, the highest mean score was observed in Positibong Asal at Paghahanda sa Bawat Aralin (M = 3.98, SD = 0.11), suggesting that students demonstrated improved behavior and readiness in each lesson after the reward system was implemented. This may be attributed to the motivating influence of the sticker-based rewards, which likely encouraged learners to come to class prepared and exhibit respectful behavior. Masiglang Partisipasyon sa Tulong ng Gantimpala also showed a high engagement level (M = 3.96, SD = 0.13), indicating that students were actively participating in class, especially when motivated by the possibility of receiving a reward.

Similarly, Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala received a mean of 3.95 (SD = 0.14), reflecting the system's contribution to students' self-growth and sustained motivation to perform well in class. These findings suggest that the reward system did not merely produce temporary enthusiasm but encouraged consistent behavioral and academic engagement.

Although all indicators are within the Very Good range and there are no non-significant or poor results, it is notable that Malikhain at Tiwalang Pakikilahok sa Klase had the lowest mean score among the six indicators (M = 3.93, SD = 0.20). While still positive, this slightly lower score may imply that while students are generally confident and creative in class, there may still be a need for additional strategies that promote expressive freedom, particularly among shy or less vocal learners. Likewise, the indicators Aktibong Paglahok at Gawain sa Klase (M = 3.95, SD = 0.15) and Disiplina, Konsentrasyon, at Wastong Gamit ng Wika (M = 3.94, SD = 0.19) also suggest excellent levels of engagement. Still, they may benefit from further reinforcement through varied activities or differentiated tasks.

The increase in student engagement after introducing the Sticker-based Participation and Reward Key System is backed by both educational theory and research. Using Self-Determination Theory, the influence of learning motivation and socioeconomic status on college students' academic outcomes underscores the vital role that motivation plays in education (Li et al., 2020). This explains why the reward system had such a positive effect: when students feel motivated and supported, they are more likely to remain engaged and put forth their best effort. Additionally, research on the impact of gamification on students' learning, engagement, and behavior considering their personality traits offers valuable insights into how gamified elements influence student outcomes (Wang, 2021). By incorporating motivational and gamified features, the reward system not only encourages consistent participation but also fosters a more dynamic and personalized learning environment, resulting in higher student engagement and improved academic performance.

These findings underscore the value of consistently using motivational strategies, such as sticker-based systems, to encourage positive behavior and active participation. Teachers should integrate reward-based approaches into classroom management, while school leaders can support these initiatives through professional

development. Guidance counselors can collaborate with teachers to monitor students' emotional and behavioral responses and foster intrinsic motivation. Activities like recognition ceremonies, group competitions, and engagement journals help maintain high student involvement. Overall, the Sticker-based Participation and Reward Key System proves to be an effective strategy for boosting classroom engagement.

Table 4. Engagement of Students After the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Engagement

Construct/Indicator	M	SD	Remarks
A. Aktibong Paglahok at Gawain sa Klase	3.95	0.15	Very Good
B. Positibong Asal at Paghahanda sa Bawat Aralin	3.98	0.11	Very Good
C. Malikhain at Tiwalang Pakikilahok sa Klase	3.93	0.20	Very Good
D. Disiplina, Konsentrasyon, at Wastong Gamit ng Wika	3.94	0.19	Very Good
E. Masiglang Partisipasyon sa Tulong ng Gantimpala	3.96	0.13	Very Good
F. Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala	3.95	0.14	Very Good
Overall Engagement	3.95	0.10	Very Good

Note. Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Sticker-based Participation and Reward Key System Based on Rubric Assessment Scores

Table 5 presents the results of a statistical analysis examining the significant difference in learners' performance in Filipino lessons before and after the implementation of the Sticker-based Participation and Reward Key System, using rubric-based assessments. The analysis used a paired t-test to compare pretest and posttest scores. Significance was determined by p-values, with $p<0.01$ considered highly significant, $p<0.05$ significant, and $p>0.05$ not significant.

Based on this scale, the results demonstrated a substantial increase in learner performance following the intervention. The pretest mean score was 6.837 (SD = 2.367), while the posttest mean rose significantly to 18.419 (SD = 1.822), indicating a notable improvement. The statistical analysis showed that this difference was highly significant (t = -21.91, p = 0.000).

The findings indicate that the Sticker-based Participation and Reward Key System had a powerful positive impact on students' academic performance in Filipino. The significant rise in posttest scores suggests that the system effectively encouraged students to participate more actively and engage more deeply with the lessons. This effect can be attributed to the motivational nature of the reward system, which likely reinforced positive behaviors and boosted learners' commitment to their progress. By linking participation and performance to a structured reward mechanism, students were encouraged to consistently perform and take ownership of their learning process.

All results reported in the table were statistically significant (p < 0.05), demonstrating that the intervention had a consistent and measurable effect across the student sample. The absence of non-significant findings further strengthens the evidence for the system's effectiveness.

The significant improvement in student performance following the implementation of the Sticker-based Participation and Reward Key System aligns with recent research demonstrating the positive impact of reward-

based strategies on motivation and academic achievement. For instance, reward systems in secondary schools have been found to significantly enhance students' motivation and academic performance, underscoring the effectiveness of these approaches in education (Hussain et al., 2023). Gamified reward systems, like badges and leaderboards, have shown a moderate to substantial impact on student behavior and engagement in learning environments (Kim & Castelli, 2021). These findings further validate the statistical results presented in Table 5, which showed a highly significant increase in posttest scores. Clearly, structured reward mechanisms like the Sticker-based Participation and Reward Key System do more than improve scores; they foster a favorable classroom climate that promotes ownership of learning, consistent participation, and sustained academic growth.

These findings hold significant relevance for educators and school leaders, offering valuable insights for improving student engagement and academic outcomes. Teachers are encouraged to adopt similar strategies that reinforce student engagement and participation through positive incentives. School administrators can support this by providing training sessions or workshops centered on classroom management and motivational strategies. Additionally, curriculum developers could consider embedding reward-based or participatory elements into daily instruction to support holistic and interactive learning. Guidance counselors might also work collaboratively with teachers to ensure that such initiatives align with students' emotional and behavioral development.

Based on these findings, schools may implement activities such as recognition programs for top participants, sticker journals for self-monitoring, and peer-led learning activities to sustain motivation. Therefore, the success of the Sticker-based Participation and Reward Key System underscores the importance of learner-centered approaches that recognize effort, promote engagement, and create a favorable classroom climate that fosters academic growth.

Table 5. Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Sticker-based Participation and Reward Key System Based on Rubric Assessment Scores

Performance	M	SD	T value	P value	Remarks
Pretest	6.837	2.367	-21.91	0.000	Highly Significant
Posttest	18.419	1.822			

Note. Probability value scale: **p< .001 (Highly Significant);**p<0.05 (Significant; p>0.05 (Not significant)

Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Observation Results

Table 6 displays the significant differences in student engagement during Filipino lessons before and after the implementation of the Sticker-based Participation and Reward Key System, based on checklist observation results. Paired t-tests were used to analyze the data and determine whether changes in engagement across various indicators were statistically significant. The significance scale is as follows: $p < .001$ indicates a highly significant difference, $p < .05$ indicates a significant difference, and $p > .05$ indicates no significant difference. All p-values reported in the table were 0.000, showing that all changes in engagement indicators were highly significant following the intervention.

Each engagement indicator showed a statistically significant improvement. For Aktibong Paglahok at Paghahanda sa Bawat Aralin, the difference was highly significant (t = -63.33, p = 0.000). This suggests that learners became more active and better prepared for lessons. The improvement indicates that the sticker-based reward system effectively motivated students to take a more active and engaged role in their learning. In Positibong Asal at Paghahanda sa Bawat Aralin, a highly significant result was also observed (t = -69.45, p = 0.000), which reflects a marked enhancement in students' classroom behavior and readiness, likely a result of the consistent reinforcement provided by the reward system.

Similarly, the results for Malikhain at Tiwalang Pakikilahok sa Klase showed a highly significant increase (t = -59.55, p = 0.000), indicating that students gained greater confidence and creativity in participating in class activities. This suggests that the intervention not only encouraged compliance but also fostered student expression. The result for Disiplina, Konsentrasyon, at Wastong Gamit ng Wika was also highly significant (t = -79.06, p = 0.000), indicating a notable improvement in students' discipline, focus, and proper use of language in classroom discourse. This may be attributed to the structure and expectations reinforced through the sticker-based system.

Additionally, Masiglang Partisipasyon sa Tulong ng Gantimpala yielded a statistically robust result (t = -74.32, p = 0.000), affirming the rewards were effective in motivating enthusiastic participation. Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala also showed a highly significant difference (t = -79.16, p = 0.000), indicating that students experienced personal growth and sustained motivation over time due to the consistent feedback and positive reinforcement they received through the system.

No non-significant findings were reported in the table, underscoring the consistent and substantial effect of the intervention across all measured indicators. The consistently highly significant results confirm the effectiveness of the Sticker-based Participation and Reward Key System in improving various aspects of student engagement and behavior.

The implementation of the Sticker-based Participation and Reward Key System aligns with research on positive reinforcement's impact on student engagement. For example, both verbal and non-verbal reinforcement significantly boosted students' enthusiasm in English learning, supporting the notion that positive reinforcement can energize students and enhance their engagement (Aulia & Jamilah, 2024). Similarly, tangible rewards, such as sticker-rewards, led to increased student participation in every class, further reinforcing the idea that rewards can effectively motivate students across different subjects (Tolero et al., 2022). These results support the significant improvements observed after the strategy, indicating that the system enhances student engagement and behavior. Reward systems foster both an engaging environment and student ownership of learning. However, it is essential to balance extrinsic rewards with intrinsic motivation to foster long-term and holistic development.

Given these findings, several implications arise for educational stakeholders. Teachers should be encouraged to use reward-based strategies that reinforce positive learning behaviors and promote holistic student engagement. School administrators may consider institutionalizing such systems by incorporating them into classroom management practices or school policies. Additionally, guidance counselors could support the implementation by monitoring students' emotional well-being and ensuring that extrinsic motivators are balanced with efforts to foster intrinsic motivation.

To sustain and build upon these improvements, schools may implement structured reward systems across grade levels, organize student recognition programs, and provide professional development for teachers on motivational strategies. Activities such as peer mentoring, sticker-based group projects, and self-assessment reflections may also be integrated to further empower students and encourage continuous participation and growth. Therefore, the data clearly support the sticker-based system as an effective tool for creating an engaging, disciplined, and motivating classroom environment.

Table 6. Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Sticker-based Participation and Reward Key System Based on Checklist Observation Results

Engagement	T-value	P-value	Remarks
Pre-AktibongPaglahok at Paghahanda sa Bawat Aralin	-63.33	0.000	Highly Significant
Post-Aktibong Paglahok at Paghahanda sa Bawat Aralin			
Pre-Positibong Asal at Paghahanda sa Bawat Aralin	-69.45	0.000	Highly

Post-Positibong Asal at Paghahanda sa Bawat Aralin			Significant
Pre-Malikhain at Tiwalang Pakikilahok sa Klase	-59.55	0.000	Highly Significant
Post-Malikhain at Tiwalang Pakikilahok sa Klase			
Pre-Disiplina, Konsentrasyon, at Wastong Gamit ng Wika	-79.06	0.000	Highly Significant
Post-Disiplina, Konsentrasyon, at Wastong Gamit ng Wika			
Pre-Masiglang Partisipasyon sa Tulong ng Gantimpala	-74.32	0.000	Highly Significant
Post-Masiglang Partisipasyon sa Tulong ng Gantimpala			
Pre-Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala	-79.16	0.000	Highly Significant
Post-Pag-unlad ng Sarili at Patuloy na Motibasyon mula sa Gantimpala			

Note. Probability value scale: **$p< .001$ (Highly Significant);**$p<0.05$ (Significant; $p>0.05$ (Not significant)

SUMMARY AND FINDINGS

Summary

The study aimed to boost Grade 10 learners' engagement through the use of the Sticker-based Participation and Reward Key System (SPARK) during the 2024-2025 academic year at a secondary public school in Ozamiz City. This research employed a classroom-based action research design and involved 31 students selected through purposive sampling. Data were collected using a researcher-made rubric and checklist, with analysis including the calculation of means, standard deviations, and t-tests. Specifically, the objectives of the study were to: (1) determine the level of learners' performance in Filipino lessons before the implementation of SPARK based on rubric assessment; (2) determine the level of learners' performance in Filipino lessons after the implementation of SPARK based on rubric assessment; (3) determine the level of learners' engagement in Filipino lessons before the implementation of SPARK based on checklist engagement; (4) determine the level of learners' engagement in Filipino lessons after the implementation of SPARK based on checklist engagement; (5) identify the significant difference in learners' performance in Filipino lessons before and after the implementation of SPARK based on rubric assessment; and (6) identify significant difference in learners' engagement in Filipino lessons before and after the implementation of SPARK based on checklist engagement.

Findings

The following were the key findings of the study:

1. Thirty-one students did not meet expectations before the implementation of the Sticker-based Participation and Reward Key Strategy, as assessed using the rubric.
2. Students' engagement improved significantly after implementing the Sticker-based Participation and Reward Key Strategy, which utilized rubric assessment. Specifically, twenty-four students demonstrated an outstanding level, four showed very satisfactory, three displayed satisfactory, and the overall engagement fell into the outstanding category.
3. Based on the data, students demonstrated an inferior level of engagement across all indicators, including active participation, preparedness, creativity, discipline, and motivation, before the implementation of the Sticker-based Participation and Reward Key Strategy. This was reflected in the overall engagement, which fell into the inferior category.
4. The findings indicated a substantial improvement in students' engagement after implementing the Sticker-based Participation and Reward Key Strategy, as measured by the checklist observation. All

engagement constructs reached excellent levels, with the overall engagement falling into the very good category.

5. The study revealed that the difference in students' engagement before and after the implementation of Sticker-based Participation and Reward Key Strategy using rubric assessment was highly significant.

6. The results indicated a highly significant improvement in learners' performance in Filipino lessons after implementing the Sticker-based Participation and Reward Key Strategy with the use of checklist observation.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings, the following conclusions are drawn:

1. Implementing a sticker-based reward system is crucial for improving student engagement, motivation, and academic performance in Filipino classes, as it creates a more interactive and rewarding learning environment that promotes active participation and enhances overall learning outcomes.

2. Sticker-based Participation and Reward Key System boosted student performance significantly, with the majority of students showing notable improvements, supporting existing research on the effectiveness of positive reinforcement in enhancing student engagement and academic success.

3. Structured motivational strategies such as the sticker-based participation and reward system are necessary to effectively address the lack of student involvement and self-discipline, and to promote a more engaged, focused, and motivated classroom environment.

4. Sticker-based Participation and Reward Key System marks improvement in student engagement across all indicators, highlighting the system's effectiveness in encouraging positive behavior, fostering active participation, and sustaining academic motivation, thereby demonstrating the value of structured reinforcement strategies in creating a highly engaged and productive learning environment.

5. Structured reward systems are effective in enhancing student motivation, engagement, and overall academic achievement.

6. Sticker-based Participation and Reward Key System is effective in enhancing students' behavioral, cognitive, and emotional engagement in Filipino, supporting its use as a powerful tool for promoting active participation, discipline, and sustained motivation in the classroom.

Recommendation

Based on the findings and conclusions, it is recommended that:

1. Teachers may adopt motivational strategies, such as the Sticker-based Participation and Reward Key System, to promote consistent engagement, positive behavior, and academic motivation among learners.

2. School administrators may provide training for teachers on gamified and incentive-based instructional strategies to ensure effective and consistent implementation across classrooms.

3. Schools may consider establishing regular recognition programs, such as sticker charts, certificates, or student-of-the-week awards, to reinforce desired behaviors and learning outcomes.

4. Counselors can assist teachers by monitoring the emotional and behavioral effects of reward systems on students, helping to maintain a healthy balance between extrinsic and intrinsic motivation.

5. Future researchers may examine the effectiveness of incentive-based strategies in enhancing student engagement across different subjects and grade levels

ACKNOWLEDGEMENT

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