



# The Efficacy of Innovative Reward Intervention System Hatbox (IRISH) in Improving the Submission Rate of Kindergarten Learners' Self-Learning Modules (SLMs) in the New Normal

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**Abstract:** *The global pandemic changed the traditional classroom into distance learning. The shift from face-to-face education to answering self-learning modules at home significantly impacted learning delivery. Giving a reward intervention is the meekest way to motivate learners in this educational setting. Using an innovative reward strategy is one way to promote student engagement and motivation in learning at home. This study extends to analyze the efficacy of Innovative Reward Intervention System Hatbox (IRISH) in improving the submission rate of Kindergarten learners' self-learning modules (SLM's) in the new normal. A total of 48 Kindergarten learners of Ampayon Central Elementary School were involved in the study. Results showed that before the implementation of IRISH, the submission rate of kindergarten learners was depressingly low. However, after the implementation, it was found that learners with rewards participated more in answering their self-learning modules and kept them motivated to work. Additionally, results revealed that IRISH produced a statistically significant difference in the submission rate of Kindergarten learners' self-learning modules.*

**Key Words:** *Reward, Intervention, Learning Motivation, Self-learning modules, Kindergarten Learners, Submission Rate, New Normal.*

## 1. INTRODUCTION:

It's been seven months and counting since the different learning modalities were used in the school system to provide quality learning despite the threat of Covid19. Public schools in various parts of the country used "Modular Learning" as their learning modality, while private schools advanced their education through "Online Learning." According to Lalu (2021) anchored in the Social Weather Stations Survey (2021), 80% or 23.8 million enrollees this year used printed modules. It has been a difficult shift towards our normal education setting yet; it is the only way to cater to the needs of the young and continue instruction despite the hassle brought by the pandemic.

Moreover, since education does not take place in school, parents became a vital instrument in the process of learning. Parents became home facilitators. Their primary role is to connect with the school and guide their children in knowledge production (FlipScience, 2020). The Department of Education (D.O 32 s. 2020) released the role of parents in this mode of learning. They served as Module-ator, Bundy-clock, and Home Innovator. As a Module-ator, parents, and guardians can claim and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan and ensure that the plan was followed to avoid late submission of work. However, reports from GMA news revealed that teachers are struggling with the distribution and retrieval of Self Learning Modules. NorMin (North Mindanao) teachers state that only half of the total number of parents picked up the SLMs due to the alarming cases of Covid 19 in the community (Luczon, 2020). Another reason is the lack of motivation to submit the modules in a specific time frame. This problem exists in those areas and other parts of the country.

Reward System is a strategy to achieve positive student behavior effectively. According to Hoffman et al. (2009), rewards within the classroom are the external motivation for students. It encouraged them to participate cooperatively in academic and social learning experiences. However, as a teacher or a user of the reward, it is essential to recognize that these rewards systems should be consistent and fair, providing students with motivation and



encouragement (Mansor et al., 2012). When a teacher implements a reward system, it must be based on the existing classroom guidelines, rights, and responsibilities (Hoffman et al., 2009; Mansor et al., 2012) as well as the vision and mission of the school.

Research shows that reward affects learning (Failing & Theeuwes, 2017; Schultz & Switzky, 1990). According to Failing, rewarded stimuli continue to capture attention even if the reward contingencies are no longer in place. Reward has been proven to have a significant impact on visual processing by influencing attentional allocation and modification of chosen reward and stimuli (Failing & Theeuwes, 2017; Wolfe & Loraas, 2008). Motivating students to learn and participate can be very hard. It needs patience and a step-by-step process before coming up with the desired result. To stimulate learning and inspire good behavior, many teachers use rewards for students. In addition, Psychologists in a national association propose that reward systems will help motivate students in completing their homework. Students will gladly accept work if a reward is given.

In addition, Emmett (2013) and Campbell & Christopher (1996) stated that by using rewards, students would be encouraged to put aside some of their home problems and find a reason to immerse themselves in school. Giving ample array of extrinsic reward will lead to create a positive impact on students' motivation to do well in every assessment. As the reward progress through the year, students gradually increase the amount of their work and begin to show responsibility for their behavior and work ethic even without reward. This reward system will also help to see the connection between completing work behaving well, and the result will be getting good grades.

Furthermore, according to Waterford.org (2021), an organization dedicated to assisting children in achieving success through access to lifelong education, parental involvement in the educational process means that teachers and parents share responsibility for teaching students and collaborate to achieve educational goals. In this era where education is happening at home and parents become an important role in instruction, the participation rate of parents and guardians in claiming and returning SLM's is indeed a driving factor that will influence the submission rate of students. Giving rewards as an intervention to increase the involvement of parents/guardians is one way to increase the reducing participation rate of parents in this pandemic time and improve the assessment of the students.

In the context of Ampayon Central Elementary School, specifically the Kindergarten level, section Peace, 21 out of 48 or 43.77% of learners could not submit their SLMs in the specific time frame and or submitted but incomplete. This is an alarming number, especially during the computation of grades; thus, this research seeks to understand the reason behind the decreasing number of parents participating in SLMs claiming and submission. The purpose of this research is to determine the efficacy of the Innovative Reward Intervention System Hatbox (IRISH) in improving the submission rate of Kindergarten Peace learners in the new normal setting.

## 2. METHODS:

### *a. Sampling*

The study participants were all the Kindergarten- Peace learners of Ampayon Central Elementary School, East Butuan District I, Division of Butuan City.

### *b. Data Collection*

The researcher identified the learners of Kindergarten Peace who were not able to complete their SLMs. The researcher then consolidated the percentage of learners who submitted their SLMs on time, after which the researcher communicated with the parents through letters for the research approval. The researcher conducted the study, and a documenter was assigned to ensure records of the study. Data were then tabulated and interpreted.

### *c. Ethical Issues*

Permission was secured from the parents of the identified learners of this study. They were informed through informal letters and text messages.

### *d. Data Analysis*

The researcher conducted and utilized the IRISH (Innovative Reward Intervention System Hatbox) Strategy to improve the learners' submission rate of Kindergarten Peace learners in the 3rd quarter. The completed output was recorded to a tracking tool or form to check the progress of the learner's output. After consolidating results in the 3<sup>rd</sup> quarter, the researcher then interpreted the gathered data using the SPSS.



**3. RESULTS AND DISCUSSION:**

Table 1. *Submission Rate of Kindergarten Peace Learners in April without Reward System*

	Week	Number of Learners	Actual Number of Learners Submitted	Submission Rate
Month of April	1 <sup>st</sup>	48	21	43.75%
	2 <sup>nd</sup>	48	21	43.75%
	3 <sup>rd</sup>	48	26	54.17%
	4 <sup>th</sup>	48	26	54.17%

Table 1 shows that in April, out of 48 learners, only 21 submitted their SLMs on Weeks 1 and 2 with a submission rate of 43.75%, while weeks 3 and 4 have a 54.17% submission rate or 26 learners out of 48. This only means a low submission rate among Kindergarten learners in this new normal setting.

According to some parents, due to gadgets and other factors, children became unresponsive to answering their SLMs. Thus submission became late or overdue, and sometimes, they tend not to submit at all.

Moreover, study of Suhana (2017) on the "Influence of Gadget on Children's Socio-Emotional Development" revealed that children's use of gadgets leads to social isolation and a lack of emotional management. Children's focus became thinner than usual, thus lead to unproductivity. There is a lack of interaction and communication as a result of this. Introversion and impatience in children, as well as interpersonal issues and a lack of interpersonal contact skills, keep children away from nature and their surroundings. Due to this, patience of children learning at home is at risk. Student motivation affects every aspect of school life, from attendance to academic performance to extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate. In this pandemic where learning takes place at home, influences such as gadgets, play, and lack of motivation trigger students' learning.

Table 2. *Submission Rate of Kindergarten Peace Learners with IRISH (Innovative Reward Intervention System Hatbox)*

	Week	Number of Learners	Actual Number of Learners Submitted	Submission Rate
Month of May	7 <sup>th</sup>	48	45	93.75%
	8 <sup>th</sup>	48	45	93.75%
	9 <sup>th</sup>	48	45	93.75%
	10 <sup>th</sup>	48	45	93.75%

Table 2 shows the submission rate of Kindergarten Peace with the existence of IRISH. Out of 48 learners, 45 individuals submitted their SLMs with an average rate of (93.75%). It is the highest rate since the beginning of the distribution of SLMs.

As the parents introduced the reward to their children, motivation for answering the WLAS became visible. Recorded videos of answering the modules were sent to the teacher adviser to check the intervention's progress.

As stated by Skinner's operant conditioning expanded the field of behaviorism, positive reinforcement was more effective than punishment when trying to change and establish behavior. In his conditioning, he recognized that people could be taught, and one of those techniques is giving positive reinforcement (Frisoli, 2008).

In addition, New York City has been conducting a reward strategy since the late 1800s. There is a significant increase in the level of learning, motivation, and engagement if reward is proposed (Park et al., 2019). Though, it was the theory of operant conditioning that led to the widespread use of rewards in the classroom. Stated, operant conditioning means that if a reinforcer is delivered after a specific behavior, the particular behavior will be strengthened. Thus, when the reward is enforced, learners develop motivation towards work.

Table 3. *Difference between the submission rate of Kindergarten Peace learners With and without the Innovative Reward Intervention System Hatbox (IRISH)*

	Mean	Std. Deviation	T	Sig. (2-tailed)
Pair 1- Before-After	-21.50000	2.88678	-14.896	.001



Paired t-test is utilized to determine if there is a significant difference between the percentage of submission rate of Kindergarten learners with and without the Innovative Reward Intervention System Hatbox (IRISH). Results showed a significant difference in the submission rate of Kindergarten Peace learners as characterized by its P-value of **.001**. This implies that the Innovative Reward Intervention System Hatbox (IRISH) is highly effective.

Malik (2009) said in his study "Decreasing Student Tardiness Through Strategic Reward System: An Action Research Report" that intervention has positively brought a change in routine in an individual.

The issue of this study is the persistent student tardiness in a Karachi middle school. The study's main goal was to provide students with rewards to improve their timeliness. In addition to it, it focused on facilitating and transforming the behavior of the parents and teachers towards student tardiness in the school. After a few weeks of intervention, a post-test was conducted using the same measures. The findings demonstrated a significant reduction in pupils' tardiness in school following the intervention. These findings emphasize the importance of a link between institutional reward strategies and student behavior modification.

Moreover, according to a recent study by Cornell researchers Woolley and Fishbach (2018), people who received immediate, frequent rewards for completing small tasks reported more interest and enjoyment in their work than people who received delayed rewards only given out at the end of a long project. According to the study, people who receive numerous incentives after finishing a task will remain "intrinsically motivated" to perform well and complete activities even after no reward is available.

In addition, according to Woolley et al. (2018), regular rewards while working make the experience more favorable overall, which naturally drives one to complete the task and perform well. The report mentions several studies in which instant rewards for activities increased engagement and made participants more likely to stick with their work and stay motivated, even after the reward was removed.

This can be linked to Skinner's behavior theory, where a positive stimulus leads to a positive response. The increase in reward leads to a permanent responsibility of the positive desired behavior.

#### **4. CONCLUSION:**

When schools are closed for face-to-face instruction, parents become vital for delivering learning at home. Moreover, the teacher's role is to implement the modality used by the school and guide the learners and the parents in this new mode of learning. Teachers were the persons responsible for continuing education despite the hassle brought by the pandemic. In addition, the assistance of parents in this new normal setting will not be possible without the effort of teachers. Thus, this intervention was created.

Based on the findings of the study, the following conclusions were drawn:

- Rewarding is an effective strategy to motivate learners, especially in this learning modality. The use of rewards in this new setting encouraged learners to participate cooperatively in /her academics despite the teacher's absence.
- Since education does not take place in school, parents became a vital instrument in the process of learning. In this new normal setting, reward strategies such as Innovative Reward Intervention System Hatbox (IRISH) can help parents become effective home facilitators and guide their children in knowledge building.

#### **5. RECOMMENDATIONS:**

After a thorough analysis of the concluded research, the following recommendations are suggested:

- Since modular learning is the preferred modality of most public schools, the Department of Education may monitor the efficacy of the preferred modality. Keeping track of the problems encountered by teachers, learners, and parents to address the challenges brought by this new learning system.
- Intervention such as this study is highly costly; thus, government and the Department of Education may allocate a budget to teachers to advance their way of delivering learning amidst the pandemic.
- Teachers may also undergo training webinars/seminars that will help them become creative and boost their initiative in dealing with the challenges brought by the new learning modality.
- Parents may also execute ways to keep their child's motivation in learning and not only rely on the teacher's initiative.
- Future researchers may consider utilizing the result of this study and improving its outcome by adding the number of participants involved. Thus, interested researchers are encouraged to conduct exploratory and



longitudinal studies to extensively examine the effectiveness of the reward system among learners, especially this time of the pandemic.

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