

**THE EFFECTIVENESS OF CREDIT-BASED POINT SYSTEM IN INCREASING
CLASSROOM ENGAGEMENT**

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by

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DEDICATION

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with dedication and determination.

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ABSTRACT

The Credit-Based Point System (CBPS) is a reward-based classroom strategy designed to enhance students' participation, motivation, and overall engagement in learning activities. This study investigated the effectiveness of the Credit-Based Point System in increasing students' classroom engagement using a classroom-based action research design with a one-group pretest-posttest approach. The study involved 35 Grade 7 students from one of the public secondary schools in Ozamiz City, Philippines, selected through purposive sampling. The used the Student Engagement Questionnaire as the data gathering instrument. Data were analyzed using Mean, Standard Deviation, and Paired Samples t-test. The findings revealed that students' classroom engagement before the implementation of the Credit-Based Point System was generally low, while after the implementation, engagement significantly improved and was rated very high. Furthermore, the results showed a very highly significant difference between the pretest and posttest levels of classroom engagement, indicating that the Credit-Based Point System effectively enhanced students' participation, attentiveness, motivation, and involvement in classroom activities. Teachers are therefore encouraged to integrate structured reward systems in classroom instruction to promote consistent participation and improve learning engagement.

Keywords: Credit-Based Point System, classroom engagement, reward system, student participation, motivation, action research

APPROVAL SHEET

This thesis entitled, "**THE EFFECTIVENESS OF CREDIT-BASED POINT SYSTEM IN INCREASING CLASSROOM ENGAGEMENT**" prepared and submitted by **Alfred M. Decenan**, in partial fulfillment of the requirements for the degree of **Bachelor of Secondary Education major in English**, has been examined and is recommended for acceptance and approval for Research Defense.


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Chapter 1

INTRODUCTION

Rationale of the Study

Student engagement is an essential part of effective teaching and learning. It includes learners' active participation, enthusiasm, and willingness to put effort into academic tasks (Sigalingging et al., 2023). However, recent data show that many students are struggling to stay engaged in school. Twenty-six percent of public school leaders reported that a lack of focus or inattention from students had a "severe negative impact" on learning at their school during the 2023–24 school year (NCES, 2024). Students are also showing a decline in curiosity, which is critical to learning, and nearly half of teachers (46 percent) report that student engagement has decreased compared to 2019, highlighting the ongoing challenge of reengaging students in the post-pandemic classroom (Fittes, 2024). Engagement is particularly low among non-college-bound students, and between 25 and 54 percent of Gen Z K–12 students report lacking engaging school experiences; research also indicates that students are most motivated to learn when teachers make lessons interesting (Hrynowski, 2024).

A lack of student engagement remains one of the biggest challenges facing Philippine education, directly affecting learning outcomes and overall academic performance (Ibrahim, 2023). In English classrooms, many Filipino students struggle with comprehension and active participation, further highlighting engagement as a significant barrier to effective learning (Villafuerte & Ibojo, 2025). Supporting this, PISA 2022 data indicate that a substantial share of Filipino students experience difficulties in

classroom engagement, with about 26 % reporting that they cannot work well in most or all lessons, 29 % admitting they do not listen to teachers, and 41 % becoming distracted by digital devices during class, suggesting that the disciplinary climate may hinder both learning and student involvement (OECD, 2023).

However, teachers often face difficulties in keeping students' attention and interest, particularly when standard teaching methods fail to ignite curiosity or encourage active involvement. A lack of engagement can slow down students' learning and affect their overall academic success. Therefore, educators need to adopt new and motivating strategies that promote ongoing participation and enthusiasm in the classroom (Calarco et al., 2022).

According to behaviorist theory, rewards and punishments can influence learners' behavior and shape their engagement with learning (Sidin, 2020). Positive reinforcement encourages students to repeat good behaviors like participation, cooperation, and finishing tasks (Kusumawati et al., 2023). When used consistently, reward systems can boost motivation, attentiveness, and classroom discipline (Nuraisah et al., 2023).

Reward and reinforcement systems are well-known tools for improving classroom engagement and learning outcomes (Phungphai & Boonmoh, 2021). When teachers recognize students' efforts with praise, points, or gifts, it helps students feel valued and motivated to perform better (Saputri & Widyasari, 2022). Teachers have noticed that these systems greatly increase participation and attentiveness. This leads to better understanding and teamwork during lessons (Viray, 2022). Similarly, research shows that using positive reinforcement regularly boosts enthusiasm, particularly among students who were not previously engaged (Dela Cruz et al., 2025).

Empirical findings show that rewards like tokens, stickers, or points can increase student participation and motivation to learn (Ferryka, 2023). Both rewards and penalties affect students' external motivation and can improve their behavior in class (Sinaga, 2022). When done right, reward systems boost discipline and engagement, leading to better academic results (Tolero et al., 2021). Experimental studies also show that positive reinforcement fosters consistent learning habits and raises students' overall enthusiasm (Lintong, 2024).

Gamification has become popular as a new way to keep learners engaged. It adds points, badges, and feedback systems to lessons, making learning more interactive and fun (Sahli & Spriet, 2023). However, not all students are equally motivated by non-tangible recognition. Some respond better to concrete rewards that offer a sense of value (Xiao & Hew, 2024). Research shows that physical rewards often lead to higher participation and longer-lasting engagement than purely symbolic rewards (Anthony et al., 2023). Additionally, verbal praise paired with small incentives boosts confidence and encourages active involvement in the classroom (Rahayu et al., 2024).

Reward-based interventions have also been effective in improving discipline, time management, and cooperation. They help encourage positive behaviors that create a more engaging classroom environment (Almafahir & Wahid, 2024). Using these strategies has been shown to improve attentiveness and participation in different subjects (Montederamos, 2024).

In Filipino and Araling Panlipunan classes, reward-based systems have increased participation and understanding among students (Potente et al., 2025). The Sticker-Based Participation and Reward Key System (SPARKS) effectively improved student

motivation and kept classroom interaction going (Rulona et al., 2025). Similarly, strategies that focus on external motivation have worked well with internal motivation, leading to higher academic engagement and persistence (Shuhidan et al., 2025).

Although many studies have shown that reward systems can boost motivation, there is little research on how point-based monetary systems affect overall classroom engagement. Most previous studies focus on responsibility or discipline instead of broader engagement and participation. This leaves a gap in the existing research. There is not enough thorough research in the literature (Ferryka, 2023). Some unexplored aspects of point-based monetary rewards seem important and deserve attention in relation to improving students' overall classroom engagement. Investigating these issues is crucial because earlier studies have mainly looked at general reward strategies or specific behaviors such as discipline, responsibility, or participation, rather than overall engagement (Miles, 2017).

Furthermore, past research has mainly looked at qualitative studies related to traditional reward and punishment methods or gamified participation systems (Sahli & Spriet, 2023). So far, no study has directly evaluated a structured Credit-Based Point System that lets students earn redeemable points for engaging behaviors. There has been very little research on point-based monetary systems and their effect on classroom engagement (Miles, 2017). Therefore, this study aims to fill that gap by exploring how the Credit-Based Point System can improve students' participation, focus, and task completion in class.

Thus, this study aimed to improve students' classroom engagement through the Credit-Based Point System. Based on behaviorist theory, the study examines whether

consistent use of tangible rewards can encourage active learning, boost participation, and create a more engaging classroom environment. By addressing this gap, the research adds to our understanding of how positive reinforcement can help teachers create interactive, motivated, and participatory classrooms (Sidin, 2020).

Moreover, this study connects with several Sustainable Development Goals. It promotes quality education (SDG 4) by improving active learning, participation, and focus in the classroom. By encouraging responsibility, task completion, and goal-setting through the Credit-Based Point System, it supports decent work and economic growth (SDG 8). Additionally, the system offers equal opportunities for all learners to engage and succeed, helping to reduce inequalities (SDG 10). It also fosters positive social behavior and fairness in classroom interactions, which relates to peace, justice, and strong institutions (SDG 16).

Strategy

The Credit-Based Point System (CBPS) is a classroom management strategy designed to improve students' engagement by awarding academic credits for positive learning behaviors (Kim et.al., 2022). Students earn credits through actions such as active participation or answering questions in class. These credits can be redeemed for additional points in performance tasks or quizzes, allowing students to directly benefit academically from their active involvement. The system is reset regularly to encourage consistent engagement and provide equal opportunities for students to earn credits in every class session (Anthony et. al., 2023).

The Credit-Based Point System is grounded in behaviorist learning principles, as it uses external academic rewards to reinforce desirable classroom behaviors. Research

indicates that structured reward systems, particularly those linked to academic incentives, can significantly enhance students' motivation, attention, and participation (Kusumawati et al., 2023). Furthermore, credit-based systems help promote responsibility, cooperation, and sustained engagement by making expectations and rewards clear and attainable, thereby supporting active and meaningful classroom involvement (Nuraisah et al., 2023).

To implement the Credit-Based Point System effectively, teachers should begin by setting clear learning objectives and identifying the specific behaviors that will earn credits, such as active participation and answering questions in class. The system should be clearly introduced to students by explaining how credits are earned, tracked, and redeemed for additional points in performance tasks or quizzes. This system will be included in the Analysis part of the lesson plan. For every correct answer and active participation, students will receive a credit paper that will serve as their points.

During classroom instruction, teachers should consistently award credits based on observable student engagement and participation. Learning activities should encourage collaboration, discussion, and critical thinking to ensure that engagement is meaningful rather than superficial. Credits are reset at the end of each lesson or class period to maintain continuous motivation and encourage students to remain engaged throughout every session. Students may redeem their earned credits immediately, reinforcing the direct connection between effort, participation, and academic reward.

Ongoing monitoring and observation are essential to evaluate students' engagement and responsiveness to the Credit-Based Point System. Teachers should provide regular feedback to guide learners in improving participation and understanding expectations. Each lesson may conclude with brief recognition of students who

demonstrate exemplary engagement, further reinforcing positive classroom behaviors. Student feedback should also be gathered to refine and improve the implementation of the system. Through consistent and thoughtful application, the Credit-Based Point System can effectively enhance student motivation, active learning, and overall classroom engagement.

Statement of the Problem

This study aimed to determine the effect of the Credit-Based Point System on students' classroom engagement during the School Year 2025–2026 in one of the public secondary schools in Ozamiz City.

Specifically, it sought to answer the following questions:

1. What is the level of students' classroom engagement before the implementation of the Credit-Based Point System?
2. What is the level of students' classroom engagement after the implementation of the Credit-Based Point System?
3. Is there a significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System?

Null Hypothesis

H₀: There is no significant difference in the students' level of classroom engagement in terms of participation before and after the implementation of the Credit-Based Point System.

Chapter 2

RESEARCH METHODOLOGY

Research Design

This study employed a classroom-based action research using a single pretest-posttest design to examine the effectiveness of the Credit-Based Point System (CBPS) in improving students' classroom engagement. A one-group pretest-posttest design was commonly used to measure participants' behavior or performance before and after an intervention (Nuraisah et al., 2023). The design was deemed appropriate in this study as it allowed the researcher to determine how the structured use of academic credits influenced students' classroom engagement, particularly participation, which was a key indicator of active learning (Kusumawati et al., 2023).

This design was chosen because it is suitable for classroom-based research and allows for the measurement of observable behavioral changes within a specific instructional period. By comparing pretest and posttest results, the study can determine whether the consistent use of the Credit-Based Point System leads to significant improvements in students' classroom participation and overall engagement (Sigalingging et al., 2023).

Research Setting

This study was conducted in one of the secondary public high schools in Ozamiz City, Misamis Occidental, Philippines. The school offered a complete junior high school program, including Grade 7, where students were developing foundational skills in English, particularly in language use, comprehension, and classroom communication.

A single section of Grade 7 students was selected to participate in the study. This group was appropriate for examining the impact of the Credit-Based Point System on classroom engagement, as students at this level were still developing learning habits, motivation, and classroom participation. By examining their experiences with CBPS, the study aimed to determine how a structured credit-based reward system influenced students' participation and overall classroom engagement during daily lessons.

Respondents of the Study

This study included thirty-five (35) Grade 7 students enrolled in one of the public high schools in Ozamiz City, Misamis Occidental, Philippines, for the School Year 2025–2026. Purposive sampling was employed to ensure that the selected respondents were actively involved in regular English classroom instruction where the Credit-Based Point System (CBPS) was implemented. The inclusion criteria consisted of: (1) students who were officially enrolled in Grade 7 during the specified school year; (2) students who regularly attended English classes and participated in daily classroom activities; (3) students who were exposed to the Credit-Based Point System throughout the intervention period; (4) students who were capable of understanding and responding to the questionnaire items; and (5) students who provided informed consent to participate in the study, in compliance with ethical research standards. This selection aimed to address the gap in research on the effectiveness of structured point-based reward systems in enhancing classroom engagement. By focusing on this group, the study provided insights into how the Credit-Based Point System improved students' classroom engagement during everyday English lessons.

Research Instrument

This study used the following tools to collect data:

A. Student Engagement Questionnaire (Appendix A). The Student Engagement Questionnaire measured students' classroom engagement while using the Credit-Based Point System (CBPS) (Dela Cruz et al., 2025). The instrument utilized a 5-point Likert scale, with responses ranging from Strongly Disagree (1) to Strongly Agree (5). It comprised 20 items categorized into four key constructs: Cognitive Engagement (5 items), Affective Engagement (5 items), Behavioral Engagement (5 items), and Motivation (5 items). These constructs examined students' thinking processes, emotional responses, observable classroom behaviors, and learning motivation in relation to the implementation of the Credit-Based Point System.

The questionnaire was highly relevant to the present study as it measured the effectiveness of the Credit-Based Point System in increasing students' classroom engagement. To establish the validity of the instrument, three experts reviewed the items for clarity, relevance, and accuracy. Pilot testing was also conducted with a small group of students who were not included in the main study to ensure the clarity and coherence of the items. Cronbach's alpha was used to determine the internal consistency of the questionnaire, ensuring that the items reliably measured the same construct of classroom engagement.

Responses were interpreted using the following scale:

Response	Continuum	Interpretation
5 – Strongly Agree	4.20 – 5.00	Very High
4 – Agree	3.40 – 4.19	High
3 – Neutral	2.60 – 3.39	Moderate
2 – Disagree	1.80 – 2.59	Low
1 – Strongly Disagree	1.00 – 1.79	Very Low

B. Lesson Plans (Appendix B). The Credit-Based Point System (CBPS) was incorporated into the daily lesson plan for Grade 7 students. Each lesson began with the teacher explaining the objectives and class activities. The Credit-Based Point System was implemented in the Analysis part. This system encouraged students to actively engage with the lesson content, maintain attention, and complete assigned tasks. The lesson plan provided a clear structure for integrating CBPS into everyday classroom activities and allowed for consistent observation and data collection (Rulona et al., 2025).

All research instruments went through a validation process carried out by a group of education experts. These experts reviewed the Credit Points tracking sheet, the Student Engagement Questionnaire, and the lesson plan to ensure they were clear, relevant, and aligned with Grade 7 competencies and the study's goals. Any unclear or incorrect items were revised based on their feedback. The final versions of the instruments were modified according to the experts' suggestions before being administered to the respondents.

Data Collection

Prior to data collection, the researcher secured formal approval to conduct the study by submitting request letters to the appropriate authorities, including the Dean of the College, the Schools Division Superintendent, and the School Principal of the selected elementary school in Ozamiz City. Upon approval from the Superintendent and the Principal, subsequent letters were addressed to the ELC Coordinator and the Cooperating Teacher, and their consent was obtained before implementing any data collection procedures. Each letter clearly outlined the objectives, methodology, and scope of the study to ensure transparency and adherence to institutional and ethical guidelines. Following the approval process, informed consent forms were distributed to the parents or guardians of the Grade 7 students, together with assent forms for the students, to ensure voluntary and ethical participation.

The study focused on improving students' engagement in English classes through the implementation of the Credit-Based Point System (CBPS). Data collection was conducted over several lessons, with each session including teacher-led instruction, class discussions, and English learning activities. Students earned academic credits for behaviors such as answering questions, contributing to discussions, and actively participating in classroom tasks. Credits were reset after each lesson to maintain consistent motivation and provide equal opportunities for all students to engage in every session.

To assess students' engagement, a pre-assessment Student Engagement Questionnaire was administered before the implementation of CBPS to determine baseline engagement levels. After the final session, a post-assessment questionnaire was

conducted to measure changes in students' engagement. Data from both assessments were analyzed to determine the effectiveness of the Credit-Based Point System in increasing classroom engagement. Standardized scoring criteria ensured that students' engagement was measured reliably and objectively throughout the study.

Ethical Considerations

Before conducting the study, ethical considerations were carefully established to prioritize the well-being, rights, and privacy of all participants. Approval was sought from the Misamis University Research Ethics Committee (MUREC) to ensure compliance with institutional and ethical research standards. Additionally, the researcher ensured that all ethical standards were followed to protect the well-being of the respondents. Approval to conduct the study was sought from the School Principal, the Grade Level Head, and the Class Adviser, with each authority's consent obtained prior to any data collection. These approvals confirmed that the study complied with institutional and research guidelines. Informed consent procedures were implemented for all participants. Parents or guardians of the selected Grade 7 students provided formal consent, and the students themselves gave assent, indicating their voluntary participation. Participants were fully informed of the study's objectives, procedures, potential benefits, and possible risks, and they were given the option to withdraw at any time without negative consequences.

Confidentiality and anonymity were strictly maintained. All collected data excluded personally identifiable information, and participants were assigned coded identifiers. Both digital and physical data were securely stored, with digital files encrypted and physical copies kept in a locked cabinet accessible only to the researcher.

These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring participants' privacy, dignity, and security. By adhering to these ethical considerations, the researcher safeguarded participant welfare while maintaining the integrity and credibility of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOV software:

Mean and standard deviation were used to determine the levels of students' classroom engagement before and after the implementation of the Credit-Based Point System.

A *paired t-test* was conducted to determine whether there was a significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System.

Dissemination Plan

The results of this study were shared with school administrators, cooperating teachers, and Grade 7 students and their parents through reports, meetings, and easy-to-understand summaries, highlighting the benefits of the Credit-Based Point System in improving classroom engagement. Ethical considerations, including consent and assent, were emphasized when presenting findings to students and parents. Additionally, the outcomes were disseminated to the university community and other educators through seminars, presentations, and publications to support effective strategies for enhancing student participation and involvement in classroom activities.

Utilization Plan

The results of the study were used in various ways to enhance teaching and learning practices. In the classroom, the Credit-Based Point System was applied to encourage student participation and maintain focus during lessons. These strategies were also shared with cooperating teachers through meetings or mentoring sessions to support their professional development. Additionally, the findings guided lesson planning, school improvement decisions, and future research aimed at strengthening classroom engagement and overall student involvement in learning activities.

COST ESTIMATES

(Grade 7)

The estimated budget for the conduct of this study was broken down below and was sourced from the personal funds of the proponent. The proponent had a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (ballpen)	Php 1, 000.00
Snacks	Php 1, 500.00
Total	Php 3, 889.00

RESULTS AND DISCUSSIONS

Level of Students' Classroom Engagement Before the Implementation of the Credit-Based Point System

Table 1 presents the students' level of classroom engagement before the implementation of the Credit-Based Point System. Overall, the students' classroom engagement was classified as low, with an overall mean score of ($M = 1.80$, $SD = 0.51$). This indicates that students demonstrated low participation, limited involvement, and weak interest in classroom activities prior to the implementation of the intervention. The findings suggest that learners were not fully engaged in the teaching-learning process, which may have negatively affected their academic participation, attentiveness, and overall classroom performance.

The students' cognitive engagement was classified as very low ($M = 1.76$, $SD = 0.51$). This implies that learners exerted minimal mental effort to understand lessons, analyze concepts, and participate in higher-order thinking activities during classroom discussions. Students may have struggled to focus, connect ideas, and actively process information presented during instruction. The low level of cognitive engagement suggests that learners were not deeply invested in learning tasks, possibly due to limited motivation or lack of stimulating classroom activities that encourage critical thinking and active learning.

In terms of affective engagement, it was classified as low ($M = 1.86$, $SD = 0.50$). This indicates that learners showed low emotional connection and interest toward classroom learning activities. Students may have experienced boredom, lack of

enthusiasm, or limited confidence in participating during lessons. Since affective engagement reflects learners' emotions, attitudes, and sense of belonging in the classroom, the findings suggest that students were not emotionally invested in the learning process, which may have reduced their willingness to participate and interact with teachers and classmates.

For behavioral engagement, it was interpreted as very low ($M = 1.74$, $SD = 0.44$). This means that students demonstrated low levels of participation, attentiveness, cooperation, and compliance with classroom activities and requirements. Learners may have shown limited involvement in discussions, group activities, and classroom tasks. Behavioral engagement includes active participation, task completion, and positive classroom conduct, which appeared to be minimal among the students. The findings imply that students lacked initiative and consistent participation during classroom instruction.

Regarding motivational engagement, it was classified as low ($M = 1.84$, $SD = 0.56$). This suggests that learners had low motivation to engage in classroom activities and academic tasks actively. Students may have lacked confidence, interest, and persistence in completing learning activities, especially when faced with challenges. Low motivational engagement can negatively affect students' willingness to participate, strive for academic success, and remain focused during instruction. The relatively higher standard deviation also suggests slight variations in students' motivational levels, although the general level remained low.

The low levels of classroom engagement observed prior to the implementation of the credit-based point system suggest that students may have lacked sufficient

motivation, participation, and active involvement in classroom activities. Reward-based strategies have been shown to improve students' behavioral, cognitive, and motivational engagement by encouraging participation and reinforcing positive classroom behaviors (Xiao & Hew, 2024). Tangible and structured reward systems also help increase students' willingness to participate in learning activities and maintain consistent classroom involvement (Anthony et al., 2023). Moreover, rewards and incentive-based approaches contribute to the development of students' extrinsic motivation, which plays an important role in sustaining engagement and improving learning behaviors in educational settings (Kusumawati et al., 2023).

The results suggest that students had limited participation, interest, and involvement in classroom activities before the intervention was introduced. The relatively higher rating of affective engagement implies that students may still have possessed some degree of emotional connection or positive feelings toward classroom learning despite their low active participation. However, the very poor ratings in cognitive and behavioral engagement indicate that students struggled to actively process lessons, participate in discussions, and exhibit desirable classroom behaviors. Furthermore, the low level of motivational engagement suggests that students lacked sufficient drive and enthusiasm to engage in academic tasks. The consistency of the standard deviation values further indicates that students shared relatively similar perceptions regarding their low engagement levels. Overall, the findings imply that classroom engagement was a significant concern prior to the implementation of the credit-based point system.

Table 1*Level of Students' Classroom Engagement Before the Implementation of the Credit-Based Point System*

Constructs	M	SD	Remarks
Cognitive Engagement	1.76	0.51	Very High
Affective Engagement	1.86	0.5	Low
Behavioral Engagement	1.74	0.44	Very Low
Motivational Engagement	1.84	0.56	Low
Overall Level of Classroom Engagement	1.8	0.51	Low

Note: 4.20-5.0 (Very High); 3.40 -4.19 (High); 2.60-3.39 (Moderate); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Level of Students' Classroom Engagement After the Implementation of the Credit-Based Point System

Table 2 presents the students' level of classroom engagement after the implementation of the Credit-Based Point System. Overall, classroom engagement was rated as very high ($M = 4.46$, $SD = 0.28$). This indicates that students became highly involved in classroom activities and demonstrated strong participation, attentiveness, enthusiasm, and cooperation during the learning process. The findings suggest that learners became more motivated and actively engaged in classroom instruction after implementing the Credit-Based Point System. The intervention likely played a significant role in improving students' classroom engagement across all dimensions.

The level of cognitive engagement among students was rated very high ($M = 4.43$, $SD = 0.28$). This means that learners became more mentally engaged in classroom activities and demonstrated greater focus, critical thinking, and understanding during lessons. Students were more willing to pay attention, process information, and participate

in academic tasks because they were motivated by the point-based reward system. The Credit-Based Point System likely encouraged learners to become more attentive and responsible in completing classroom activities. Studies show that reward systems positively influence students' participation and learning engagement by motivating them to become more involved in classroom tasks (Anthony et al., 2023).

In terms of affective engagement, it was also rated very high ($M = 4.49$, $SD = 0.26$). This indicates that learners developed a stronger emotional connection and a more positive attitude toward classroom learning. Students likely felt more encouraged, appreciated, and confident because their efforts and participation were recognized through rewards and incentives. The Credit-Based Point System may have created a more enjoyable and supportive classroom environment that increased students' interest and enthusiasm in learning activities. Studies show that reward systems and gamified learning environments improve students' intrinsic motivation and emotional engagement in the classroom (Xiao & Hew, 2024).

Behavioral engagement was also rated very high ($M = 4.49$, $SD = 0.27$). This means that learners consistently participated in classroom discussions, complied with classroom expectations, completed tasks, and cooperated actively during activities. Through the Credit-Based Point System, students became more disciplined and responsible because positive behaviors were reinforced through points and rewards. The intervention encouraged students to become active participants in the classroom rather than passive learners. Reward systems can significantly improve students' activeness and participation during classroom learning activities (Qona'ah et al., 2023).

Regarding motivational engagement, it was likewise rated as very high ($M = 4.42$, $SD = 0.31$). This suggests that learners became highly motivated to participate in classroom activities and perform well academically. Students were likely encouraged to persist, complete tasks, and engage consistently because of the recognition and incentives associated with the Credit-Based Point System. The intervention may have strengthened students' confidence, determination, and willingness to participate actively in the learning process. Rewards play an important role in increasing learners' motivation and encouraging active involvement in classroom activities (Sigalingging et al., 2023).

The high levels of classroom engagement observed after the implementation of the credit-based point system suggest that students became more motivated, participative, and actively involved in classroom activities. Reward and reinforcement systems have been shown to improve students' discipline, engagement, and effectiveness of classroom behavior by encouraging positive responses toward learning activities (Almafahir & Wahid, 2024). Similarly, gamification-based learning environments that incorporate rewards were found to significantly enhance students' motivation and collaborative participation during classroom tasks (Sahli & Spriet, 2023). Positive reinforcement strategies also help students become more confident and participative in class discussions and activities, leading to improved classroom interaction and engagement (Dela Cruz et al., 2025). Moreover, reward-based participation systems were found to boost students' classroom involvement and understanding of lessons by promoting active engagement and sustained interest in learning activities (Potente et al., 2025).

The results imply that students became more emotionally connected, behaviorally involved, cognitively attentive, and motivationally driven after the intervention was

introduced. The high ratings in affective and behavioral engagement indicate that students were more enthusiastic, participative, and responsive during classroom activities. Moreover, the excellent ratings in cognitive and motivational engagement suggest that students became more focused, interested, and determined to perform academic tasks effectively. The relatively low standard deviation values further indicate that students shared similar positive perceptions regarding their classroom engagement after the implementation of the credit-based point system. Overall, the findings imply that the intervention significantly contributed to enhancing students' classroom engagement across all dimensions.

Table 2

Level of Students' Classroom Engagement After the Implementation of the Credit-Based Point System

Constructs	M	SD	Remarks
Cognitive Engagement	4.43	0.28	Very High
Affective Engagement	4.49	0.26	Very High
Behavioral Engagement	4.49	0.27	Very High
Motivational Engagement	4.42	0.31	Very High
Overall Level of Classroom Engagement	4.46	0.28	Very High

Note: 4.20-5.0 (Very High); 3.40 -4.19 (High); 2.60-3.39 (Moderate); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Significant Difference in Students' Classroom Engagement Before and After the Implementation of the Credit-Based Point System

Table 3 presents the significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System. The results show that all indicators of classroom engagement yielded p-values of 0.001, which are lower than the .05 level of significance. This leads to the rejection of the null hypothesis (H_{01}), which states that there is no significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System. Overall, the findings indicate that the intervention produced a very highly significant improvement in students' cognitive, affective, behavioral, and motivational engagement.

Cognitive engagement shows a very highly significant improvement after the implementation of the Credit-Based Point System ($t = 47.2$, $p < .001$). This suggests that students became more mentally involved in classroom activities, demonstrating improved focus, comprehension, and active processing of lesson content. The use of a point-based reward system likely encouraged learners to exert greater cognitive effort to understand and analyze concepts during discussions. This aligns with findings that reward-based systems enhance students' attention, participation, and cognitive involvement in learning tasks (Anthony et al., 2023).

Affective engagement also reveals a very highly significant difference after the intervention ($t = 54.5$, $p < .001$). This indicates that students developed more positive emotions, interest, and enthusiasm toward classroom learning after implementing the Credit-Based Point System. The presence of rewards and recognition may have created a more supportive and encouraging classroom environment, allowing learners to feel more valued and motivated emotionally. Studies suggest that reward systems strengthen

students' emotional engagement by improving interest and positive attitudes toward learning activities (Kusumawati et al., 2023).

Behavioral engagement presents a very highly significant improvement following the intervention ($t = 36.2$, $p < .001$). This implies that students became more active, disciplined, and participative in classroom activities. They were more consistent in completing tasks, participating in discussions, and cooperating with peers due to the reinforcement provided by the credit-based system. Reward-based strategies have been shown to promote desirable classroom behaviors by encouraging discipline, participation, and responsibility among learners (Almafahir & Wahid, 2024).

Motivational engagement also shows a very highly significant difference after the implementation of the Credit-Based Point System ($t = 56.8$, $p < .001$). This indicates that students became more driven, persistent, and willing to engage in classroom tasks. The reward structure likely increased their desire to participate and perform well in class activities, especially through the anticipation of points and recognition. Research highlights that incentive-based systems significantly enhance students' motivation and sustain their engagement in learning activities (Ferryka et al., 2023).

All indicators of classroom engagement yielded statistically significant improvements, indicating that the Credit-Based Point System effectively enhanced students' learning behaviors and participation. The consistent rejection of the null hypothesis across all variables confirms that the intervention had a strong and positive impact on classroom engagement. The magnitude of improvement suggests that reward-based strategies can effectively transform passive learners into active participants by reinforcing desirable academic behaviors.

Empirical literature strongly supports these findings, emphasizing the effectiveness of reward and incentive systems in improving student engagement and learning outcomes. A structured reward-based system such as sticker and point mechanisms has been shown to significantly boost student engagement by encouraging consistent participation and active involvement in classroom activities (Rulona et al., 2025). Similarly, teachers' perceptions highlight that reward systems are effective classroom strategies for increasing student motivation, participation, and positive learning behaviors when properly implemented (Javed & Muhammad, 2021). In addition, incentive-based approaches have been found to positively influence student performance and achievement by encouraging effort and persistence in academic tasks (Le, 2020). Moreover, experimental studies confirm that reward systems significantly enhance students' motivation and classroom engagement by reinforcing desirable behaviors (Lintong, 2024).

The findings imply that the Credit-Based Point System is a highly effective classroom management strategy in improving student engagement. Teachers may consider continuously integrating structured reward systems such as point accumulation, recognition boards, or classroom incentives to sustain student interest and participation. School administrators may also support teachers by providing training on the proper implementation of reward-based strategies to ensure consistency and fairness in application. Furthermore, activities such as point-tracking systems, reward redemption activities, group competitions, and performance-based recognition programs may be implemented to strengthen student engagement further. Overall, the intervention

demonstrates strong potential in fostering a more active, motivated, and learner-centered classroom environment.

Table 3

Significant Difference in Students' Classroom Engagement Before and After the Implementation of the Credit-Based Point System

Variables	T-value	P-value	Decision
Pre-Cognitive Engagement Post-Cognitive Engagement	47.2***	0.001	Reject Ho ₁
Pre-Affective Engagement Post-Affective Engagement	54.5***	0.001	Reject Ho ₁
Pre-Behavioral Engagement Post-Behavioral Engagement	36.2***	0.001	Reject Ho ₁
Pre-Motivational Engagement Post-Motivational Engagement	56.8***	0.001	Reject Ho ₁

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Ho₁: There is no significant difference in the students' level of classroom engagement in terms of participation before and after the implementation of the Credit-Based Point System.

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study examined the effect of the Credit-Based Point System (CBPS) on students' classroom engagement in one of the public secondary schools in Ozamiz City during the School Year 2025–2026. Specifically, the study sought to: 1) determine the level of students' classroom engagement before the implementation of the Credit-Based Point System; 2) determine the level of students' classroom engagement after the implementation of the Credit-Based Point System; and 3) determine the significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System.

The study utilized a classroom-based action research design employing a one-group pretest–posttest approach. The respondents of the study were thirty-five (35) Grade 7 students selected through purposive sampling. Data were gathered using a Student Engagement Questionnaire measuring cognitive, affective, behavioral, and motivational engagement. The Credit-Based Point System was integrated into daily English lessons, where students earned points for participation, task completion, and positive classroom behaviors. Descriptive statistics such as mean and standard deviation were used to determine the levels of engagement before and after the intervention. In contrast, a paired samples t-test was used to determine the significant difference between the pre- and post-implementation results.

Findings

This study yielded the following findings:

1. The students' level of classroom engagement before the implementation of the Credit-Based Point System was generally low, with all engagement dimensions (cognitive, affective, behavioral, and motivational engagement) classified as low to very low, indicating limited participation, weak involvement, and low motivation in classroom activities.

2. The students' level of classroom engagement after the implementation of the Credit-Based Point System was rated as very high across all dimensions, showing a marked improvement in cognitive, affective, behavioral, and motivational engagement, and indicating that students became highly active, attentive, and motivated in classroom learning.

3. There was a statistically very highly significant difference in students' classroom engagement before and after the implementation of the Credit-Based Point System, indicating that the intervention had a strong positive effect on improving students' cognitive, affective, behavioral, and motivational engagement in the classroom.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The Credit-Based Point System is an effective classroom intervention in improving students' overall classroom engagement, as shown by the significant improvement from low to excellent levels across all engagement dimensions.

2. The improvement in all engagement dimensions shows that the Credit-Based Point System helped make classroom learning more interesting and encouraged students to become more attentive, active, and motivated.

3. The significant improvement shows that the Credit-Based Point System is an effective classroom strategy for increasing students' participation and involvement in English learning.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. Teachers are encouraged to integrate the Credit-Based Point System or similar reward-based strategies in classroom instruction to sustain and further enhance students' cognitive, affective, behavioral, and motivational engagement.

2. School administrators are encouraged to provide training and seminars for teachers on the proper and consistent implementation of reward-based systems to ensure fairness, effectiveness, and alignment with learning objectives.

3. Teachers may design structured point-tracking mechanisms, clear reward criteria, and consistent feedback systems to maintain students' interest and active participation in classroom activities.

4. Future researchers are encouraged to conduct similar studies in different grade levels, subjects, or larger populations to further validate the effectiveness of the Credit-Based Point System in improving classroom engagement.

5. Students are encouraged to actively participate in classroom activities and take advantage of reward-based opportunities to further develop their engagement, motivation, and academic performance.

Appendix A

Student Engagement Questionnaire

Directions: Put a check (✓) under the column that best describes your response. Use the following scale: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree).

Constructs/Indicators	5 (Strongly Agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly Disagree)
A. Cognitive Engagement					
1. I focus on understanding the English lesson during class.					
2. I try to think deeply about the English topics discussed in class.					
3. I make connections between what I learn in English class and my prior knowledge.					
4. I use strategies to remember new English vocabulary and concepts.					
5. I actively reflect on my answers before responding in English class.					
B. Affective Engagement					
6. I enjoy participating in English class activities.					
7. I feel confident when answering questions in English class.					
8. I look forward to learning new topics in English class.					
9. I feel motivated to do my best in English lessons.					

	5 (Strongly Agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly Disagree)
10. I feel proud when I actively participate in English class activities.					
C. Behavioral Engagement					
11. I raise my hand to answer questions during English lessons.					
12. I contribute to group activities and discussions in English class.					
13. I complete tasks and assignments during English lessons on time.					
14. I follow the instructions given by the teacher in English class.					
15. I stay focused and avoid distractions during English lessons.					
D. Motivational Engagement					
16. I am willing to try answering questions even if I am unsure of the answer.					
17. I work hard to earn rewards or recognition in English class.					
18. I put effort into learning English because it helps me improve academically.					
19. I try to participate in class activities consistently.					

	5 (Strongly Agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly Disagree)
20. I am motivated to improve my English skills through active participation.					

Appendix B



Republic of the Philippines
Department of Education
 REGION X – NORTHERN MINDANAO
 SCHOOLS DIVISION OF OZAMIZ CITY
OZAMIZ CITY NATIONAL HIGH SCHOOL

Daily Lesson Plan (DLP)

Learning Area	English				
Grade Level	Grade 7	Time Allotment		1 hour	
Quarter	Fourth	Week	1	Days	3-4

I. OBJECTIVES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies/ Learning Code	Evaluate informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function. EN7NF-III-5
D. Sub-task Learning Objectives	At the end of the lesson, the students are expected to: a. identify transition markers commonly used in problem-solution expository texts. b. use a graphic organizer to present the problems and their solutions; and c. discuss the importance of taking part in finding solutions to community problems.
II. CONTENT	
A. Concepts	Analyzing linguistic features
B. References	Lesson Exemplar for English Grade 7-Quarter 4: Lesson 1 of 8 (Week 1)
1. Teacher's Guide pages	Pages 1-16
2. Learner's Material pages	
3. Textbook pages	
C. Learning Resources	
1. Materials from LR Portal	
2. Other Learning Resources	▪ Instructional Materials ▪ Printed problem-solution texts
III. PROCEDURE (Strategy Used)	
4A's	

Appendix C

**ACTION RESEARCH WORK PLAN AND TIMELINE
(Grade 7)**

Week	Focus / Activity	Procedure / Implementation
Week 1	Introduction & Pre-Assessment	- Introduce the lesson on examining text structures in an expository essay (introduction, body, conclusion). - Explain the Credit-Based Point System (CBPS)—students earn Credit Points for participation. - Conduct pre-assessment to determine baseline levels of classroom engagement, participation, and task completion.
Week 2	Guided Practice	- Teach the day's lesson on identifying diction, style, transition devices, and sentence structures in informational texts. - Guide students through structured examples and short guided reading tasks. - Explain the Credit-Based Point System (CBPS)—students earn Credit Points for participation.
Week 3	Partner Practice	- Introduce identifying technical terms, voice, and types of definitions in academic or research-based texts. - Students work in pairs to analyze excerpts and identify discipline-specific vocabulary. - Students earn Credit Points for participation.
Week 4	Reinforcement & Collaborative Work	- Teach identifying main ideas and key details in informational texts. - Students participate in small-group activities to extract information from given paragraphs. - Students earn Credit Points for participation.

Appendix D

PARENTAL CONSENT

Greetings!

I, a student researcher of _____ under the program of _____, respectfully request your permission for your child, who is under 18 years of age, to participate in our study.

This study aims to determine how the Credit-Based Point System (CBPS) can increase Grade 7 students' classroom engagement in English. As part of this research, the participants will take part in regular class activities where they can earn Credit Points for participating, demonstrating focus, and completing assigned tasks. These activities are part of the lesson and are designed to help improve students' engagement in their English classes.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: _____

Date: _____

Contact no.: _____

Signature: _____

Approved:

Name: _____

Ethics Review Board Chair

Contact no.: _____

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa _____ ubos sa programa sa _____, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon nagtinguha sa paghibalo kung giunsa sa Credit-Based Point System (CBPS) pagpausbaw sa classroom engagement sa mga Grade 7 estudyante sa English. Isip bahin sa pagtuon, ang inyong anak moapil sa mga kalihokan sa klase diin sila makadawat og Credit Points pinaagi sa aktibong partisipasyon, pagpanghatag og atensyon, ug pagtuman sa mga buluhaton. Ang mga kalihokan nga gamiton anaa gihapon sulod sa leksyon ug tumong niini ang pagtabang sa estudyante nga mapaayo ang ilang ang pag-apil sa klase.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: _____

Petsa: _____

Contact no.: _____

Pirma: _____

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

Appendix E

KASABUTAN SA PAGTUGOT SA BATA

Ako, si _____, tibuok kasingkasing nga mosugot nga mahimong bahin sa pagtuon nga gitawag nga **“The Effectiveness of Credit-Based Point System in Increasing Classroom Engagement.”** Apil sa pamaagi ang pag-observer sa akong partisipasyon sa klase ug ang pag-earn og Credit Points pinaagi sa aktibong pag-apil, pagpakita og focus, ug pagtuman sa mga buluhaton. Wala kini makadaot ug dili kini makahatag og sakit o peligro kanako. Ang tanan nga kalihokan buhaton sulod sa takdang oras sa klase ug dili molapas sa kasagarang mga aktibidad sa eskwelahan.

Wala ko gipugos, gikulbaan, o giingnan sa bisan unsang paagi aron moapil niini nga pagtuon.

Pirma sa Estudyante

Petsa

Saksi:

Ngalan ug Pirma sa Ginikanan

Petsa

ASSENT FORM

I, _____, willingly agree to take part in the study titled **“The Effectiveness of Credit-Based Point System in Increasing Classroom Engagement.”** As part of the procedure, my class participation, focus, and completion of tasks will be observed while I earn Credit Points during our regular class activities. This activity is safe and will not cause any harm or discomfort. All procedures will take place only during our scheduled class hours and will not go beyond our usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

Date

Witness:

Name and Signature of Parent/Guardian

Date



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
 ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: _____

College/Department: _____

Research Title: _____

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☐ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	------------------------------------	--	---

d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	---	---------------------------------	--

e. Date/s of Implementation/Sampling: _____

Attachments:

☐	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☐	Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

Thesis/Research Adviser

Thesis/Research Instructor

Approved by:

College Dean

CONTROLLED DOCUMENT

Appendix G

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaken by Alfred M. Decenan from the College of Education, Misamis University. I understand that the research is designed to gather information about the effectiveness of the Credit-Based Point System in increasing classroom engagement among Grade 7 students in English. I will be one of the participants who will be observed during class activities for this research.

2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.

3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.

4. The survey will last approximately 3-5 minutes.

5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.

6. I understand that this research has been reviewed and approved by the DSAS Head of Misamis University.

7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

Participant's Signature

Date

For further information, please contact:

Alfred M. Decenan (09709150794/ alfreddecenan35@gmail.com)

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CURRICULUM VITAE

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Civil Status : Single

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MISAMIS UNIVERSITY

Ozamiz City
College of Education



RESEARCH ROUTING FORM

Date: August 6, 2026

Name of Candidate: ALFRED M. DECENAN Sem./SY: 2nd Semester 2025-2026

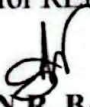
Program: Bachelor of Secondary Education Major: English

Title of Research: The Effectiveness of Credit-Based Point System in Increasing Classroom Engagement

	Signature	Date
Adviser: <u>Mr. Joey Marie S. Revelo</u>	<u></u>	<u>08-10-2026</u>
Program Head: <u>Juby H. Vallejo, MAEd</u>	<u></u>	<u>08-10-2026</u>
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