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EFFECT OF TOKEN APPROACH IN THE LEARNING MOTIVATION OF GRADE 9 PUPILS

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ABSTRACT

This study sought to determine the effect of token approach in the learning motivation of grade 9 students. Eventually, it also sought to determine the effect of token approach in the classroom management. This study made use of the quasi experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study were intact group of learners. This study was conducted at Digos City National High School, Division of Digos City. The subjects of this study were the 90 grade nine pupils – 45 was from section A, assigned as the controlled group and 45 was from section B which assigned as the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the utilization of token approach had increased the motivation of grade nine pupils. It also revealed that there was magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Learning Motivation; Token Approach*

INTRODUCTION

Learning has determining success factors. Learning success depends on students and students' learning depends on their motivation to learn. Motivation is equally important to learning. In his article "Student Motivation—An Overlooked Piece of School Reform"; Usher (2022) stated that motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests, and many other aspects of education. If students aren't motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is. Moreover, unmotivated students can disengage other students from academics, which can affect the environment of an entire classroom or school.

This idea is similar to the article published by Teach.com (2020) entitled "Motivating Students", they viewed that one of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information; they won't participate and some of them may even become disruptive.

Motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning. Teachers must know the root cause why students are unmotivated to learn. Learning motivation has been a problem among high school students. Numerous high school students find themselves lacking the desire to do academic task.

They often times feel detached from their actions that cause them to lack motivation to complete their task. Many are bored in the classroom because they feel perhaps feel they "don't belong, they feel a disconnect." Moreover, they are lacking in academic background knowledge, they seem to get further and further behind and each year in high school brings another year of additional pressure, feeling they will never get "caught-up" (Ford & Roby, 2019).

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Brown (2020) stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented". Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learns for their own self-perceived needs and goals. While learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated. This also means that when students are motivated extrinsically, they will most likely be intrinsically motivated.

In this study, the extrinsic motivation – where learner pursue a goal with a reward, is termed as "token." The Tokens for (2021) termed token reinforcement as "Classroom Token Reward System;" it is use as tangible 'reinforcers', such as tokens or stickers, to reward and promote positive behaviour for learning. The advantages gained from reward systems are not simply improved behaviour for learning and increased motivation.

In contrast, Staff (2019) emphasized that teachers must use rewards carefully. Students who possess extrinsic motivation perform to gain a reward or avoid a punishment. Students with extrinsic motivation will generally put out the minimal amount of effort to complete tasks in the easiest way possible. In addition, external motivation only exists as long as there is external compensation. In other words, extrinsic motivation is likely to result in limited progress that vanishes when the reward disappears. So be discerning when offering rewards for good work.

Teachers must assure that students are motivated to learn. If they are motivated, they will always look forward to go to school every day. Positive reinforcement is one of the factors that will lead to develop student's learning motivation. One of the reinforcements that teachers can apply is the use of rewards (tokens). Researchers have found that this is an effective cure to unmotivated students.

In Malaysia, a study conducted to examine the impact of a token approach system on motivation and behavior of Malaysian secondary school students. The researchers employed a token approach system within a secondary educational institution and conducted a comparative analysis of student motivation levels and behavior both prior to and subsequent to its implementation. The findings revealed a statistically significant enhancement in students' motivation and positive behavior subsequent to the implementation of the token approach system. The students exhibited heightened levels of academic involvement, manifested greater diligence, and displayed a decrease in disruptive conduct. The utilization of the token approach demonstrated a significant improvement in students' levels of motivation and exerted a positive impact on their behavioral patterns (Mohd Nasir & Rosli, 2020).

In the Philippines, a study conducted to examine the utilization of tokens as incentives within a primary school environment. The results of the study indicated that the implementation of the token approach had a substantial impact on enhancing students' motivation and level of engagement during their learning activities. The implementation of tokens as incentives resulted in increased levels of student participation, effort, and enthusiasm (Santos & Reyes, 2020).

In the Division of Digos City, particularly in Digos City Natonal High School teachers must actively seek effective strategies to promote learning motivation among Grade 9 pupils. Therefore, this research examines the utilization of a Token Approach in the instruction, with a specific focus on its impact on increasing the level of learning motivation among Grade 9 pupils.

This study sought to determine the effect of token approach in the learning motivation of grade 9 students. Eventually, it also sought to determine the effect of token approach in the classroom management. Specifically, this research study aimed to answer the following research objectives.

1. What is the level of Motivation of Grade 9 students in terms of:
   1.1 Teaching Strategy, and Classroom Management
2. What is the effect of token approach in the level of motivation of grade 9 students?
3. Is there a significant relationship between the use of token approach and the motivation level of grade 9 students?

METHODOLOGY

Research Design

This study made use of the quasi-experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for

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experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study were intact group of learners. This design was represented as follows:

01 X 02
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03 X 04

Where:

01 – Pretest of the experimental group
02 – Posttest of the experimental group
03 – Pretest of the controlled group
04 – Posttest of the controlled group
--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted at Digos City National High School, Division of Digos City. The subjects of this study were the 90 grade nine pupils – 45 was from section A, assigned as the controlled group and 45 was from section B which assigned as the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Research Instrument

This study utilized the new normal learning modality. It was a blended learning where teacher gave module at the same meet the learners online but adhered to the protocols of Inter-agency Task Force (IATF). The researcher had to meet the learners on line for a follow up session of what had been printed in the module.

The pre and post-performance test consisted of a 45 –item test will eventually determine the learning motivation skills of the research subjects. The pretest will be administered to all subjects prior to the treatment. The pretest was used to assess the learning motivation skills of the grade nine learners as manifested in their grades. On the hand, post test was administered to measure the effect of the treatment.

Anecdotal Record

WEEK	DATE	ACTIVITIES	OBSERVATION	REFLECTION
I	June 17-21 2023	The students will be assessed to read the modules	Some students lack reading comprehension and/or interest to read	Students must focus on reading; they are more active in reading when given appreciation
II	June 24-28 2023	The students will answer activity 1 in their module	Some students, especially in General Section, lack interest in the activity	I realize when I thoroughly explain my lesson, the students understand better
III	July 2-5 2023	I give a performance task by group	They perform the given tasks correctly based on the rubrics	Students are more inclined to perform when given awards or token approach.
IV	July 8-12 2023	I assign a reflection regarding the lesson tackled	They have answered my questions easily	Some students are more inclined to answer the activity that I have given

Data Gathering Procedure

At the outset of data gathering procedure, the researcher drafted a letter seeking for permission that this research study be conducted were sent to the Schools Division Superintendent of Digos City, Dr. Cristy Epe CESO VI and the school principal of Digos City National High School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and had it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Digos City National High School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher administered pretest to both controlled and experimental class and eventually commenced the experiment. After three weeks of experimentation, the researcher administered posttest to both sections. Scores of the subjects were submitted to the statistician for statistical computation after which the researcher made analysis and interpretation on the data gathered.

Data Analysis
The following statistical tools were used in the analysis and interpretation the responses in this study.
Mean was used to describe the learning motivation skills of the grade nine learners in both pretest and posttest scores.
Eta square was used to measure the magnitude of effect of token approach on the learning motivation of grade nine learners.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of token approach on the learning motivation of grade nine pupils.

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Digos City National High School, Digos City, Davao Del Sur. The subjects of this study were the 90 grade nine pupils – 45 are from section A which comprised the controlled group and 45 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

This study revealed that the utilization of token approach has increased the motivation of grade nine pupils. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:
The pre-test scores of the grade nine pupils both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group are at the Developing level while the post test scores of the experimental group is at the Approaching Proficiency level.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that teachers teaching grade nine learners should used token approach as a strategy that would further develop the learning motivation of pupils in order to make the teaching and learning process meaningful. If learners take part in the learning process by experiencing the unfolding of the lesson, then he will appreciate the concept being develop, thus, he is learning.

The school heads should promote the use of token approach as a strategy that would engage the child actively in the learning process as it is revealed in the study that it is effective especially on subjects that are narrative in nature and are not interesting to learners. A school policy about the utilization of token approach can be issued. Besides, he can invite the teacher-researcher to demo teach during LAC session using tokens as a strategy in

teaching. For future researchers, it is strongly recommended that a relative study on the use of role play as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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