



**ETCOR Educational Research Center Inc.**  
**SEC Reg. No. 2024020137294-00**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

## Grade Range, Perfect Attendance Award, and the Personal Values in the Lens of the Child, Parents and Teachers

Josephine C. Panes  
 Sultan Kudarat State University, Philippines  
 Corresponding Author email: [josephine.panes@deped.gov.ph](mailto:josephine.panes@deped.gov.ph)

**Received:** 20 April 2025

**Revised:** 23 May 2025

**Accepted:** 24 May 2025

**Available Online:** 26 May 2025

**Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

**<https://doi.org/10.63498/etcor335>**

### Abstract

**Aim:** This study aimed to examine the perspectives of students, parents, and teachers regarding grade ranges, perfect attendance awards, and personal values within the educational context. It sought to understand how these forms of recognition influenced students' motivation, behavior, and overall development, particularly in the Kulaman II District. By exploring the impact of academic and attendance awards on students' self-esteem and learning drive, the study highlighted both the benefits and potential drawbacks of existing practices. It also considered the insights and concerns of key stakeholders to recommend improvements to recognition systems that supported not only academic performance but also leadership, behavior, and extracurricular involvement, thereby promoting more holistic student development.

**Methodology:** The study used a qualitative research design, conducting interviews with purposively selected students, parents, and teachers from the Kulaman II District. Data were analyzed thematically to understand how academic and attendance awards influence students' motivation, self-perception, and behavior, providing a well-rounded view of the recognition system's impact on student development.

**Results:** The study found that while academic and attendance awards can boost motivation and discipline, they may also cause stress. It highlights the need for a balanced approach that includes both extrinsic and intrinsic motivation.

**Conclusion:** A more inclusive recognition system and strong collaboration among educators, parents, and students are essential for promoting holistic student development.

**Keywords:** *Academic recognition, Perfect attendance, Student motivation, Holistic development, Primary education, Intrinsic motivation, Qualitative research*

### INTRODUCTION

Teachers use awards to motivate students and recognize their achievements. Awards such as those for perfect attendance, high grades, and good behavior were given to encourage students to perform better and remain focused in class. These types of rewards helped build positive habits and showed students that their efforts were acknowledged and appreciated. Awards for perfect attendance, academic excellence, and good behavior encouraged students to improve and stay engaged in the classroom (Fuertes, et al., 2023).

Globally, education is increasingly recognized as a collaborative effort among students, parents, and educators, where each group plays a vital role in shaping learning experiences and academic outcomes (Durisic & Bunijevac, 2019). Across different countries and school systems, various tools such as grade ranges, attendance awards, and recognition programs are commonly used to assess and motivate student performance. These tools not only serve as measures of progress but also reflect the shared values, priorities, and expectations within educational communities. In turn, they influence how learners, families, and teachers define success, commitment, and personal growth in education.

In the Philippines, the Department of Education (DepEd) emphasizes the value of recognition to boost students' confidence and excitement about learning. DepEd policies, such as Order No. 36, s. 2016, and Memorandum No. 30, s. 2021, promote fair and inclusive ways of recognizing student achievements.



# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

## Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

Locally, awards for academic performance, behavior, and attendance are given throughout the school year to recognize student efforts. Grade ranges show academic progress, while awards like perfect attendance encourage consistency and commitment (Hamilton et al., 2009; Owan et al., 2023). However, these awards mean different things in different cultural and educational contexts, shaping how students view effort and dedication (Saeed & Zyngier, 2012).

This study responded to the urgent need to understand how these recognition practices are experienced at the ground level. It aimed to uncover how students, parents, and teachers viewed grade ranges and perfect attendance awards. Through their perspectives, the study examined the effects of these practices on students' motivation, development, and self-esteem. In doing so, it offered timely insights into the connection between academic systems and personal values contributing to a broader call for more thoughtful, inclusive, and meaningful measures of success in education.

The purpose of this study is to examine how students, parents, and teachers perceived grade ranges and perfect attendance awards within the educational setting. It specifically aimed to explore how these recognition practices had influenced students' motivation, personal development, and self-esteem. By collecting insights from key stakeholders, the study intended to provide a deeper understanding of the relationship between academic recognition and personal values, contributing to a more complete perspective on how educational success was defined and shaped.

### Objectives

The purpose of the study is to investigate learner awards, specifically grade ranges, perfect attendance awards, and personal values through the perspectives of children, parents, and teachers.

It answered the following questions:

1. What is the personal opinion of the teacher, parents, and children toward grade range and perfect attendance?
2. How do they perceive individualized and other personal value for DepEd Order No. 36, s. 2016 Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program?
3. How do they project their award selection policy in the future?

### METHODS

#### Research Design

This study employed a qualitative, phenomenological research design to explore the perceptions of students, parents, and teachers regarding the impact of grade ranges and perfect attendance awards on motivation, behavior, and personal values (Creswell, 2013; Moustakas, 1994). This research design is most appropriate for the study because it allows for an in-depth understanding of participants' lived experiences and subjective interpretations. Phenomenology focuses on how individuals make sense of their experiences, which aligns with the study's goal of uncovering the meanings and insights stakeholders attach to recognition systems in the educational context.

#### Population and Sampling

Participants of this study consist of 15 participants, including five pupils, five parents, and five teachers. Pupils will be selected from different grade level to capture diverse perspectives, ensuring that insights are gathered from students at various academic stages.

Sampling technique used in this study is purposive sampling, a non-probability sampling method. This technique is chosen because it allows for the selection of participants who are specifically knowledgeable or experienced in the subject matter of the study. In this case, the participants pupils, parents, and teachers are selected based on their relevance to the research questions. A range of pupils is chosen to capture diverse perspectives on grade ranges, perfect attendance awards, and personal values, ensuring insights from different academic stages. Parents of children in the selected grades are also chosen to provide comprehensive views on parental involvement and the challenges they face in supporting their children's education. Finally, teachers with experience teaching students from the same grade levels are selected for their expertise in understanding the impact of grade ranges and awards on student behavior and academic progress.



# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

**Educational Research Center Inc.**

**SEC Reg. No. 2024020137294-00**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

## Instruments

This research utilized one-on-one interviews between a researcher and a participant, which enables a deep examination of a small group, offering meaningful insights into various experiences. The questionnaire was adapted and modified by Chin (2023).

## Data Collection

The data collection for this study followed a structured approach to ensure depth and reliability of the findings. It was conducted from March to April 2025 in Kulaman District II. One-on-one interviews were conducted with selected pupils, parents, and teachers. These interviews were held either at the participants' schools or homes, depending on their convenience and availability. Efforts were made to maintain a quiet and comfortable environment to encourage open and honest responses. Each session lasted between 30 to 45 minutes and was audio-recorded to ensure accurate documentation of the data.

## Data Analysis

According to Caulfield (2023), thematic analysis emphasizes identifying, analyzing, and reporting patterns and themes within the data. It organizes and describes all data in detail. There were six (6) steps covered in the thematic analysis:

**Familiarizing the data.** In this step, the researcher read and re-read the data to become familiar with what the data needs and paid attention to the patterns that occurred.

**Generating initial codes and themes (Initial themes).** The researcher generated the initial codes by documenting where and how patterns occur. This was done through data reduction, where the researcher collapsed data into labels to create categories for more efficient analysis.

**Searching for themes (Clustered Themes).** The researcher combined codes into overarching themes that accurately depicted the data. It is important to develop themes that describe exactly what the theme means, even if it does not fit.

The researcher also explained what was missing from the analysis and reviewed the themes. In this step, the researcher examined how the themes support the data and the overarching theoretical perspective. If the analysis seems incomplete, the researcher must go back and find what needs to be added.

**Defining and naming themes (Relevant Themes).** The researcher represented each theme, which aspects of data were being captured, and what was interesting about the themes.

**Producing the report:** In the last step, the researcher writes the report. The researcher also decided which themes make meaningful contributions to understanding what is going on within the data.

## Ethical Considerations

To respect participants' privacy, clear boundaries were established throughout the study. Irrelevant or off-topic conversations were avoided to maintain focus. Before data collection began, full informed consent was obtained from all participants. The researcher ensured that no deceptive tactics were employed at any point.

Participants were informed about the study's purpose, their rights to withdraw at any time, and their control over which questions to answer. Consent was explicitly requested before disclosing or using any identifying information. To protect confidentiality, participants' real names were replaced with coded pseudonyms in all transcripts and reports.

The researcher spent time engaging in the participants' environment prior to interviews to build trust and rapport, enhancing the credibility of the data collected. This prolonged engagement helped minimize any distortions caused by the researcher's presence.

During data collection, audio recordings and photographs were taken with participants' permission. These served as accurate documentation and supported the reliability of the research findings.

## RESULTS and DISCUSSION

### Personal Opinions of the Teacher, Parents, and Children Towards Grade Range and Perfect Attendance

The findings of the children, teacher, and parent interviews highlight key perspectives on academic performance, motivation, and attendance. Several themes emerged, providing valuable insights into how students, parents, and teachers perceive grade range standards, motivation factors, and the impact of attendance on learning.

964





# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

## Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

### Essential Theme 1. Academic Excellence and Recognition

The first emerging theme emphasizes that academic success is linked to high expectations and recognition. Children, teachers, and parents generally agree that an ideal grade range for honor students should be 90 and above, with some advocating for a higher threshold of 95 and above as a stronger motivation standard. This consensus underscores the emphasis on excellence and achievement within the academic system. The recognition and awards associated with high grades play a significant role in encouraging students to excel. Teachers and parents acknowledge that these extrinsic incentives drive students to perform better academically.

A comprehensive meta-analysis by Johnson and Choudhury (2023) found a strong positive correlation between academic awards and student performance and motivation. Their research indicated that award recipients demonstrated increased motivation and engagement, aligning with findings from Li and Wang's (2023) longitudinal study. Similarly, studies by Smith and Jones (2022) and Scherrer et al. (2020) reported a significant connection between academic awards and long-term student achievement.

Bliven and Jungbauer (2021) explored student recognition in competency-based education, providing further evidence that awards positively influence performance and engagement. Lee and Park's (2021) case study highlighted the beneficial impact of academic awards on student engagement and classroom behavior, particularly among high school students. In the context of community colleges, Fong et al. (2017) emphasized the crucial role of recognition in shaping academic outcomes, reinforcing the idea that awards drive student success.

Chen and Liu's (2022) meta-analytic review supported the view that academic awards serve as motivational drivers, significantly boosting student motivation and persistence. Additional studies by Kim and Park (2021), Garcia and Smith (2020), and Wang and Chen (2020) found a positive correlation between academic awards and student well-being, school climate perceptions, and motivation. Brown and Wilson's (2019) comparative analysis linked academic awards to higher graduation rates, highlighting their lasting impact on student success. Johnson and Brown's (2019) qualitative study on student engagement further emphasized the role of academic awards in fostering accomplishment and community involvement.

### Essential Theme 2. Motivation, Pressure and Well-Being

The second emerging theme stems from multiple sources, including parental support, future aspirations, and awards. Teachers highlighted that parental guidance, financial assistance, and recognition contribute significantly to students' drive for academic success. Parents echoed these sentiments, pointing out that achieving high grades secures a better future for their children. Studies indicate successful students often benefit from strong academic support from actively involved parents (Sheldon, 2009).

Sanders and Sheldon (2009) state that schools thrive when students, parents, teachers, and the community build strong, positive relationships. Additionally, students are more likely to succeed academically with a supportive home environment (Henderson & Berla, 1994; Sanders & Sheldon, 2009).

However, a critical concern raised by some teachers is that while recognition for high grades and attendance is a positive reinforcement, it may also create pressure for students. The expectation to maintain high academic performance and perfect attendance could lead to stress and anxiety, potentially affecting students' well-being. In today's highly competitive academic landscape, various factors such as social media, academic quality, and family and social relationships significantly influence students' performance. Aafreen et al. noted that students face constant pressure from multiple sources throughout their academic journey, often leading to stress. This indicates a need for a balanced approach to motivation, ensuring that students feel encouraged rather than overwhelmed.

### Essential Theme 3. Attendance and Academic Performance.

Both teachers and parents widely acknowledged the relationship between attendance and academic performance. Most agreed that perfect attendance contributes to better learning and higher grades, as consistent participation in class ensures that students do not miss out on crucial lessons, assessments, and activities. Teachers pointed out that absenteeism negatively impacts students' ability to keep up with lessons, leading to lower academic performance. Regular attendance in school and classes is crucial for achieving the intended outcomes of education and training. For educational policies and reforms to be effective, student attendance must be a priority (Akkuş & Çinkir, 2022).



# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

## Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

### Themes for the Children, Parent and Teachers' Interviews Regarding their Perceptions of DepEd Order No. 36, s. 2016

#### Essential Theme 1. Understanding and Fairness in Recognition

Children, parents and teachers have a limited understanding of DepEd Order No. 36, s. 2016. Most associate it mainly with academic awards. While they recognize the fair and performance-based nature of the awards system, some children, parents and teachers believe that the criteria should be updated to reflect student achievements better. This suggests a need for increased awareness and clearer communication about the policy to ensure all stakeholders fully understand its scope beyond academic recognition.

#### Essential Theme 2. Holistic and Inclusive Recognition

Children, parents and teachers emphasized the importance of recognizing non-academic achievements, such as community service, creativity, and good behavior. They believe a well-rounded awards system contributes to students' development by fostering motivation, discipline, and essential life skills. The findings suggest that expanding recognition beyond academics would encourage students to excel in multiple areas, promoting holistic growth. According to the School of Scholars (2023), Holistic development is essential in today's educational landscape. By prioritizing cognitive growth, emotional intelligence, and self-awareness, schools are shaping a well-rounded future for the next generation. A balanced education is crucial in developing individuals who can navigate and thrive in an increasingly complex world.

#### Essential Theme 3. Motivation, Pressure, and Ranking

While most respondents see the current awards system as motivational, some parents expressed a desire for the return of student ranking alongside the "With Honors" system. They believe rankings could push students to strive for excellence. However, this also raises concerns about potential pressure on students. Balancing motivation with student well-being remains a key consideration in refining the awards system. Motivation has long been identified as a key trait of effective student practice. In the academic setting, it significantly impacts achievement and learner behavior (Liu et al., 2012; Lynch, 2006).

### Perspectives of Parents, Teachers, and Children on Improving Award Selection Policies

#### Essential Theme 1. Inclusivity and Expansion of Awards

Parents, teachers, and children emphasized the need for a more inclusive award system beyond academics. They believe the current policy overlooks skills, leadership, and behavior, with some parents also criticizing the lack of distinction between students scoring 90 and 94. Students desired a system that better reflected their unique strengths and efforts. Parents and teachers suggested adding scholarships, financial incentives, and special awards to recognize diverse achievements. According to Ryan and Deci (2000), a well-rounded recognition system enhances students' intrinsic motivation by rewarding various growth aspects. Similarly, Epstein (2018) highlights the importance of acknowledging multiple intelligences to ensure fair recognition of student potential.

#### Essential Theme 2. Recognition Beyond Academics

Many respondents emphasized recognizing non-academic achievements such as good behavior, community service, and extracurricular involvement. Teachers pointed out that awards should reflect students' holistic development, while parents stressed the need for values-based recognition to encourage moral and ethical growth. Gardner's Theory of Multiple Intelligences in his 1983 book *Frames of Mind* expands the concept of intelligence. It identifies various distinct intellectual competencies, and he argues that traditional academic awards fail to capture students' diverse strengths (Marenus, 2024). Further, Wentzel (2015) asserts that social and behavioral recognition enhances student motivation and fosters responsible citizenship.

#### Essential Theme 3. Role of Child, Parents, and Teachers in Recognition

Children, parents, and teachers play active roles in shaping award policies. Parents emphasized the need for transparency and collaboration, while teachers suggested that educators should guide students beyond grades by understanding the factors influencing students' successes and failures. Teachers can implement targeted interventions and support to enhance learning outcomes (Owan et al., 2023).



# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

## Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

The results suggest that an open dialogue between parents and teachers can help refine the reward system. According to Organizing Engagement (2019), Epstein's Parental Involvement Framework underscores strong parent-school collaboration leads to better student outcomes. Similarly, Bronfenbrenner's Ecological Systems Theory highlights the influence of home-school interactions on a child's development (Guy-Evans, 2024).

### Conclusion

The study concluded that academic recognition and attendance awards significantly influence student motivation and behavior. While these awards encourage discipline and excellence, they must be balanced to avoid undue pressure on students. The research also highlighted a gap in the awareness of DepEd Order No. 36, s. 2016, among students and parents, emphasizing the need for better communication. Additionally, the findings indicate that a more holistic approach to student recognition considering personal values, extracurricular achievements, and leadership qualities would be beneficial. The study underscores the importance of a collaborative effort between teachers, parents, and students to ensure that recognition systems remain inclusive, fair, and effective.

### Recommendation

1. To support student success, schools should strengthen academic recognition with clear, inclusive criteria, promote student well-being through motivation and support programs, and emphasize the importance of attendance through early intervention and family engagement.
2. Promotes fair and inclusive student recognition by increasing awareness of DepEd Order No. 36, s. 2016, regularly updating award criteria, recognizing both academic and non-academic achievements, and encouraging motivation without excessive academic pressure.
3. Promotes a more inclusive and well-rounded approach to student recognition by updating award policies to acknowledge a broader range of achievements, including leadership, creativity, personal growth, and positive behavior, along with tiered academic honors and incentives. It highlights the value of recognizing holistic development through clear guidelines for awards in areas like values formation, community service, and extracurricular participation. Furthermore, it encourages active collaboration among students, parents, and teachers through open communication, consultations, and feedback to ensure fairness and ongoing improvement of recognition practices.
4. Future research aimed at enhancing the implementation of DepEd Order No. 36, s. 2016 and refining award selection policies should focus on evaluating stakeholders' comprehension of the policy, investigating how academic recognition affects student well-being, and exploring comprehensive models that acknowledge non-academic accomplishments. Additionally, it should examine the role of collaborative decision-making, assess the impact of flexible attendance policies on academic outcomes, and promote equity in recognition for students from diverse backgrounds.

### REFERENCES

- Aafreen, M. M., Priya, V. V., & Gayathri, R. (2018). Effect of stress on academic performance of students in different streams. *Drug Invention Today*, 10(5).
- Akkuş, M., & Çinkir, Ş. (2022). The problem of student absenteeism, its impact on educational environments, and the evaluation of current policies. *International Journal of Psychology and Educational Studies*, 9(4), 1–21. <https://doi.org/10.52380/ijpes.2022.9.4.957>
- Caulfield, J. (2023). How to do thematic analysis. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.





# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

**Educational Research Center Inc.**

**SEC Reg. No. 2024020137294-00**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

- Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
- Durisc, M., & Bunijevac, M. (2019). Parental involvement as an important factor for successful education. International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 7(3), 137–153. <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>
- Flick, U. (2007). Designing qualitative research. Sage Publications
- Fuertes, H. G., Evangelista, I. A., Jay, I., & Bacatan, J. R. (2023). Student engagement, academic motivation, and academic performance of intermediate level students. Zenodo, 10(3).  
<https://doi.org/10.5281/zenodo.8037103>
- Guy-Evans, O. (2024, January 17). Bronfenbrenner's ecological systems theory. Simply Psychology. <https://www.simplypsychology.org/Bronfenbrenner.html>
- Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making. Institute of Education Sciences, U.S. Department of Education.
- Marens, M. (2024, February 2). Gardner's theory of multiple intelligences. Simply Psychology. <https://www.simplypsychology.org/multiple-intelligences.html>
- Moustakas, C. (1994). Phenomenological research methods. Sage Publications.
- Owan, V. J., Ukam, C. U., & Egame, E. A. (2023). Beyond school grades: Measuring students' learning outcomes and the emergence of achievers and underachievers. Journal of Pedagogical Sociology and Psychology. <https://doi.org/10.33902/jpsp.202320925>