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ClassPass System: Assessment of the Implementation of Classroom Pass System on Promoting Respect and Responsibility in Grade Nine Students

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Abstract. The ClassPass System has become a successful classroom management tool for encouraging students to be accountable, respectful, and responsible. This intervention, which is being used in Grade Nine classrooms at Aplaya National High School, complies with DepEd Order No. 13, s. 2023, which highlights order and discipline as essential components in promoting learning recovery. This study assesses how well the ClassPass System works to reduce disturbances, maintain accountability, and improve student adherence to set classroom rules. According to the findings, students thought the system did a "Very Good" job of encouraging respect and accountability. High ratings were given to indicators like following the pass regulations, being on time to return to class, and having polite conversations. Nonetheless, there was potential for development in a few areas, such as maintaining politeness when speaking with teachers. The system's universal applicability was further demonstrated by statistical research, which revealed no discernible variation in its efficacy when pupils were classified by gender. The methodical approach of the ClassPass System promotes behavior self- regulation in pupils, cultivating values necessary for overall growth. It increases academic engagement and lessens disturbances in the classroom by establishing clear rules and punishments. Despite the system's notable success, research points to possible improvements that could increase its impact even further and provide a scalable model for wider school application.

Introduction

Classroom management improves learning environment and student responsibility (UNESCO, 2023). To create an atmosphere that is supportive of learning, respect, and accountability, classroom management is essential. Implementing a classroom pass system, which controls student movement during class hours and fosters accountability and discipline, is one successful tactic. By giving students clear instructions on how to exit the classroom, the ClassPass System ensures that learning is not disrupted and promotes rule compliance. To improve and optimize their efficacy, further research is necessary to fully understand how these systems affect student conduct, especially in terms of encouraging respect and accountability. This action research's justification stems from the necessity of bringing classroom management procedures into compliance with Department of Education (DepEd) Order No. 13, s. 2023 (National Learning Recovery Program Adoption), which places a strong emphasis on creating a disciplined and orderly atmosphere to aid in students' learning recovery. This study intends to support the larger goal of bolstering students' values, such as respect for authority and personal responsibility, while improving classroom harmony by evaluating the ClassPass System's deployment in Grade 9 classes.

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Moreover, related studies underscore the importance of structured systems in influencing student behavior. For instance, research by Borba (2016) highlights how consistent rules and procedures promote accountability and mutual respect among students. Similarly, a study by Pendergast and Bahr (2024) emphasizes that systems fostering personal responsibility empower students to self-regulate and make ethical decisions. These findings support the investigation of how the ClassPass System can serve as a tool to shape positive behaviors and values among learners. The purpose of this study is to evaluate how well the ClassPass System encourages responsibility and respect in ninth-grade students. It seeks to assess how well the system's rules and procedures are understood and investigate how it affects students' deference to authority in the classroom and their sense of personal accountability. By examining these factors, the study will offer recommendations based on solid data to enhance the system, which will benefit students' overall development and the learning environment.

Innovation, Intervention and Strategy

This action research came up after the feedback of the teachers and their observations on the use of comfort rooms of the students and the number of students who always go outside of the class during discussion. This initiative was from the researcher who happens to be the grade level chair of grade nine.

Using class pass was used to be the students' pass to access the comfort room. This idea was from the literature read by the researcher and one of which was the study conducted by Narozanick, Taylor and Blair, Kwang – Sun Cho in 2019. They stated that through the use of class pass intervention, disruptive behavior decreased and there was improvement on the students' academic engagement. The fact that this restroom pass policy does not treat the students like children is the reason why they like it. It allows individuals greater autonomy over their own decisions and time management while placing a large portion of the responsibility on them. it is believed that students who are given structured responsibilities demonstrate higher engagement and discipline (OECD, 2023). Nevertheless, there are sufficient regulations and penalties to ensure that they abide with the rules (Artsy Dork, 2018).

The ClassPass System is an intervention initiated by the researcher to reduce the number of the students go unreasonably go outside of the room during class discussion. This also aims monitor the use of comfort rooms among grade nine students. Monitoring student movement improves classroom discipline and accountability (Pas et al., 2021). This intervention started from September 2024 up to present. The ClassPass system in our classroom is designed to maintain structure and ensure everyone's safety while promoting accountability. When a student needs to step out—whether to use the restroom, visit another teacher, or handle another matter—they must first ask for the teacher's permission. Once approved, the student receives the ClassPass, which is a laminated identification card specifically designated for this purpose. The class secretary then records the time of departure in the class log or may ask the student to note it themselves for accurate tracking.
With the ClassPass in hand, the student leaves the room and goes directly to their destination. They are expected to complete their task promptly and return as soon as possible. Upon their return, the student must bring back the ClassPass and log the time they re-enter the classroom. This system allows the teacher to monitor the duration of the student's absence and ensure it is appropriate. Additionally, a sign-in and sign-out sheet may be used to record both departure and return times more formally. This organized approach keeps disruptions to a minimum while ensuring that all students are accounted for and safe throughout the day.

Research Questions

This action research aims to evaluate how well the ClassPass System encourages responsibility and respect in ninth-grade students. This research specifically seeks to answer the questions below:

1. What is the profile of the student – respondents in terms of their sex?
2. What is the level of assessment of the student – respondents on the implementation of ClassPass system in promoting the following:
    a. Responsibility; and
    b. Respect?
3. What is the assessment of the student – respondent on the implementation of the ClassPass system?
4. How significant is the difference of the assessment of the respondents of the implementation of ClassPass System when they are grouped according to their gender?

Methodology

Participants and/or other Sources of Data and Information

This study, which aims to assess the implementation of ClassPass System intervention on the students' responsibility and respect, used descriptive research design to obtained accurate and systematic answers to the research inquiries. A descriptive method of research design refers to the process of gathering, analyzing, and combining quantitative and qualitative research and approaches in a single study to better understand a research problem (Creswell, 2018).

The study used descriptive method design since it involved quantitative data which used numerical data in interpreting and analyzing the results of the study. This study explored the quantitative data such survey.

The researcher conducted the study in Aplaya National High School, specifically, the students of grade 9 for the school year 2024 - 2025. Using stratified sampling, there were 172 out of 310 students who participated in the survey. The table below shows the distribution of the sample per strata.

Section	Population	Sample
Anthurium	34	19
Bougainvillea	37	21
Chrysanthemum	32	18
Dama De Noche	35	19
Everlasting Flower	36	20
Fuchsia	33	18
Gumamela	37	21
Hyacinth	33	18
Ilang - ilang	33	18
Total	**310**	**172**

Table 1. Distribution of Sample Population

Data Gathering Methods

The researcher crafted a survey questionnaire with 4 parts including the demographic profile, classpass on respect, classpass on responsibility, and the implementation of classpass system. The crafted instrument was validated by three head teachers who were expert in classroom management. After the validation, the researcher edited the tool and incorporated all the suggestions.

Then, the researcher secure permit from the school head to conduct the study. Surveys and questionnaires with closed-ended questions, such as Likert-scale items, were administered to students to quantify their perceptions of how the ClassPass system influenced respect and responsibility. The data collected were tallied, tabulated, computed, analyzed, and interpreted with all confidentiality.

Data Analysis Plan

The data collected in this study was organized and classified based on the research design and the problems formulated. The data was tallied, coded and tabulated to facilitate the presentation and interpretation of results using the mean, standard deviation, and one – way analysis of variance. The researcher used google form to collect the data.

Furthermore, the results and findings recommendations could be the basis in full utilization of ClassPass system in the entire school as one of the intervention project that help the promotes responsibility and respect among students.

Results and Discussion

This action research aims to evaluate how well the ClassPass System encourages responsibility and respect in ninth-grade students. This research specifically seeks to answer the questions that follow:

The profile of the student – respondents in terms of their sex

Sex	Sample	Percentage
Male	75	44%
Female	97	56%
Total	**172**	**100%**

Table 2.. Distribution of respondents according to their sex

This table provides a statistical breakdown of a sample population of 172 individuals, categorized by sex. Out of this total, 75 participants, representing 44%, are male, while 97 participants, accounting for 56%, are female. The distribution highlights a slightly higher representation of females compared to males in the sample, with a total summing to 100% of the population surveyed. This data offers a gender-based perspective on the composition of the group, which could be relevant in understanding demographic trends or patterns within the studied population. Students' sex is considered in the study since male and female students demonstrate different communication patterns that may shape respect and interaction within the learning environment (Natano, Bayangos, & Feliciano, 2025).

The level of assessment of the students - respondents on the implementation of ClassPass system in promoting responsibility and respect

No.	Indicators	Mean	Verbal Interpretation	Verbal Description
1.	Frequency of students following classroom pass rules. *[Dalas ng pagsunod ng mga mag-aaral sa mga patakaran ng classroom pass]*	3.66	Agree	Very Good
2.	Timeliness in returning to class after using a pass. *[Pagiging maagap sa pagbabalik sa klase pagkatapos gumamit ng pass.]*	3.55	Agree	Very Good
3.	Awareness of the purpose and proper use of the classroom pass system. [Kamalayan sa layunin at tamang paggamit ng classroom pass system.]	3.61	Agree	Very Good
4.	Student acknowledgment of the consequences of misuse. [*Pagtanggap ng mga mag-aaral sa mga maaaring maging resulta ng maling paggamit.*]	3.23	Agree	Very Good
5.	Instances of students proactively requesting permission before leaving class. [*Mga pagkakataong kusang humihingi ng pahintulot ang mga mag-aaral bago lumabas ng klase.*]	3.82	Agree	Very Good
	Overall Weighted Mean	**3.57**	Agree	Very Good

Table 3. Weighted Mean of Students' Level of Assessment on the ClassPass System in Promoting Responsibility

The data provided presents an evaluation of student behavior regarding the use of classroom passes. The indicators are measured on a scale with corresponding means and verbal interpretations. For the first indicator, which evaluates the frequency of students following the classroom pass rules, the mean score is 3.66, and it is interpreted as "Very Good," indicating that students generally adhere well to the rules. This supports that students develop responsibility when expectations are clearly communicated (Korpershoek et al., 2021).

The second indicator, which assesses timeliness in returning to class after using a pass, has a mean score of 3.55, also rated as "Very Good," suggesting that students are generally punctual in returning. The third indicator, regarding students'

awareness of the purpose and proper use of the classroom pass system, shows a mean of 3.61, again interpreted as "Very Good," implying that students have a good understanding of how the system works. For the fourth indicator, concerning students' acknowledgment of the consequences of misuse, the mean score is slightly lower at 3.23, but it is still rated as "Very Good," suggesting that while students are aware of the consequences, there may be room for improvement. The final indicator, which looks at instances of students proactively requesting permission before leaving the class, has the highest mean score of 3.82, interpreted as "Very Good," indicating that students often seek permission before leaving. Overall, the weighted mean of 3.57 confirms that the classroom pass system is generally well-received and effectively followed by the students, with a "Very Good" rating across the board.

No.	Indicators	Mean	Verbal Interpretation	Verbal Description
1.	Respectfulness shown by students when asking for a classroom pass. [*Pagpapakita ng paggalang ng mga mag-aaral kapag humihiling ng classroom pass.*]	3.72	Agree	Very Good
2.	Level of courtesy observed during interactions related to pass use (e.g., thanking the teacher). *[Antas ng pagiging magalang sa mga interaksyong may kinalaman sa paggamit ng pass (hal., pasasalamat sa guro)].*	3.30	Agree	Very Good
3.	Adherence to established boundaries and expectations for pass use. [*Pagsunod sa mga itinatag na limitasyon at inaasahan para sa paggamit ng pass.*]	3.54	Agree	Very Good
4.	Reduction in disruptions caused by unauthorized exits.[*Pagbawas sa mga pagkaabala na dulot ng hindi awtorisadong paglabas.*]	3.66	Agree	Very Good
5.	Perceived fairness of the classroom pass system among students.[*Nararamdamang patas na sistema ng classroom pass sa paningin ng mga mag-aaral.*]	3.66	Agree	Very Good
Overall Weighted Mean		**3.66**	Agree	Very Good

Table 4. Weighted Mean of Students' Level of Assessment on the ClassPass System in Promoting Respect

Table 3 presents the assessment of the students on the implementation of classpass system on students' respect. The results show that the implementation has a very good influence on the students' respect with a weighted mean of 3.66. It implies that the students show improvement on their values, specifically on their respect. The students perceived that implementation of the classpass system enable the students to show respect when they are asking for a classroom pass with a weighted mean of 3.72 (very good). It implies that they respect whoever the teacher is whenever they need to go outside and use the classpass. On the other hand, among the indicators, students rated 3.30 which is the lowest rating on the level of courtesy observed during interactions related to pass use such as thanking teacher.

The assessment of the student – respondent on the implementation of the ClassPass system

No.	Indicators	Mean	Verbal Interpretation	Verbal Description
1.	Clarity of the rules and procedures for using classroom passes.[*Kalinawan ng mga tuntunin at pamamaraan para sa paggamit ng classroom pass.*]	3.65	Agree	Very Good
2.	Ease of monitoring and enforcing pass use by teachers. *[*Kadalian ng mga guro sa pagmo-monitor at pagpapatupad ng paggamit ng pass.*]	3.60	Agree	Very Good
3.	Instances of system misuse or abuse by students.[Mga pagkakataon ng maling paggamit o pang-aabuso ng sistema ng mga mag-aaral.]	3.09	Agree	Very Good
4.	Accurate tracking of passcard usage by students exits.[*Maayos na pagtatala ng paggamit ng passcard ng mga mag-aaral.*]	3.75	Agree	Very Good

5.	Students religiously use the passcard in going out of the classroom. *[Masinop na paggamit ng passcard ng mga mag-aaral tuwing lalabas ng silid-aralan.]*	3.69	Agree	Very Good
	Overall Weighted Mean	**3.56**	Agree	Very Good

Table 5. Weighted Mean of Students' Level of Assessment on the Implementation of ClassPass System

The data reflects an evaluation of a classroom pass system across five key indicators. Each aspect was assessed using a mean score, a verbal interpretation of "Agree," and a qualitative descriptor of "Very Good." The first indicator, which examines the clarity of rules and procedures for using classroom passes, scored a mean of 3.65, indicating that the guidelines are well-defined and understandable. It is aligned with the idea that clear classroom rules improve student respect toward teachers and peers (Wang et al., 2021). Teachers reported ease in monitoring and enforcing the pass system, as shown by a mean score of 3.60, suggesting its practical implementation is manageable and efficient. It is believed that monitoring system increase accountability and reduce disruptive behavior (MacSuga-Gage et al., 2022).

Instances of misuse or abuse by students, while still rated positively, received the lowest mean of 3.09, hinting at room for improvement in preventing misuse. The system's ability to track pass usage accurately achieved the highest mean score of 3.75, highlighting its strong reliability and functionality. Additionally, students' consistent and proper use of the pass system scored 3.69, reflecting adherence to the procedures.

Overall, the weighted mean of 3.56 consolidates the findings, affirming that the classroom pass system is effective, well-received, and operates at a "Very Good" standard. However, the slightly lower score for misuse suggests an opportunity to enhance measures to address potential abuses. This implies that behavior monitoring systems improve student discipline and responsibility (Mitchell & Bradshaw, 2023).

The significant difference of the assessment of the respondents of the implementation of ClassPass System when they are grouped according to their gender

	Statistic	df	p	Mean Difference	SE Difference
Responsibility	-0.421	170	0.674	-0.0785	0.186
Respect	-0.176	170	0.861	-0.0326	0.185
Implementation	-1.610	170	0.109	-0.2722	0.169

Table 6. Weighted Mean of Students' Level of Assessment on the ClassPass System in Promoting Responsibility

Table 5 shows the significant difference of the assessment of the implementation of ClassPass System by the respondents when they are grouped according to their sex. In terms of students' responsibility on the implementation of ClassPass System, $t(170) = -0.421$, $p = 0.674$: The p-value is greater than 0.05, indicating no statistically significant difference in Responsibility between the two groups. The mean difference is small at -0.0785, suggesting the scores are similar.
In terms of students' respect, $t(170) = -0.176$, $p = 0.861$: The p-value is also greater than 0.05, showing no significant difference in Respect between the groups. The mean difference (-0.0326) is negligible.

On the other hand, students' assessment on the implementation with $t(170) = -1.610$, $p = 0.109$: The p-value is slightly above 0.05, suggesting no statistically significant difference in Implementation. However, the mean difference (-0.2722) is slightly larger than in the other two variables, indicating a potential trend that might not reach significance.

The results indicate no significant differences between the two groups in Responsibility, Respect, or Implementation based on the t-test. regardless the grouping variable of the respondents, they have the same perceptions on respect and responsibility. This may imply that structured classroom routines help students develop responsibility and accountability because they understand expectations and consequences (Emmer & Sabornie, 2021). However, trends in mean differences (especially in Implementation) could be explored further with a larger sample size or different statistical techniques if needed. Overall, the groups appear to have similar outcomes across all variables.

Conclusion and Implications

Based on the findings of this study, the following conclusions are drawn:

1. There are more female respondents than male respondents.
2. The level of assessment of the implementation of ClassPass System on students' responsibility is good (Mean = 3.57). This implies that implementation of the system has a good implication on students' responsibility and accountability.
3. The level of assessment of the implementation of ClassPass System on students' respect is good (Mean = 3.66). This implies that implementation of the system has a good implication on students' respect.
4. The level of assessment of the implementation of ClassPass System is good (Mean = 3.56).
5. There are no significant differences between the two groups in Responsibility, Respect, or Implementation based on the t-test.

Based on the conclusions of this study, the following recommendations are formulated:

1. Extend the Implementation of the ClassPass System Across All Grade Levels: It is recommended to continue the implementation of the ClassPass system across all grade levels to maintain consistency and improve the monitoring of students who leave the classroom during discussions. This will help ensure that student movements are systematically tracked, reducing unnecessary disruptions during class.
2. Enhance the Implementation with Strict Monitoring: The ClassPass system can be further improved by implementing more thorough monitoring practices. For example, maintaining a detailed logbook to record the names of students, time of departure, and return can ensure accountability. Teachers or designated class secretaries should regularly review the logbook to identify patterns of misuse and address them promptly.
3. Promote Hygiene in Using the ClassPass: It is essential to emphasize the practice of proper hygiene in using the ClassPass. Students should be encouraged to wear the ClassPass as an ID rather than placing it on surfaces within the restroom, such as sinks or cubicles, to prevent the spread of germs and maintain cleanliness.
4. Restrict ClassPass Usage During Specific Periods: To maintain focus during critical periods of instruction, students should not be allowed to use the ClassPass during the first period of both the morning and afternoon sessions. This restriction ensures that students are present for essential announcements, lessons, or activities at the beginning of each session.

Recommendation	Action Steps	Responsible Persons	Timeline	Resources
Extend the Implementation of the ClassPass System Across All Grade Levels	1.Conduct orientation sessions for teachers, students, and parents about ClassPass system. 2. Develop and disseminate standardized guidelines for ClassPass usage.	Head Teacher Key Teachers	SY 2025 – 2026	Bond paper Ink Laminating sheets ID lace
Enhance the Implementation with Strict Monitoring	1.Train class secretaries or assign specific teachers to monitor and review records. 2.Regularly review logbooks to identify misuse and address issues promptly.	Advisers Key Teachers	SY 2025 – 2026	Logbook
Promote Hygiene in Using the ClassPass	Display posters or reminders in classrooms and restrooms about proper ClassPass handling.	Advisers Key Teachers	SY 2025 – 2026	Logbook
Restrict ClassPass Usage During Specific Periods	1. Inform students, teachers, and parents about the new restrictions. 2. Monitor and ensure compliance during the restricted periods.	Advisers Key Teachers	SY 2025 – 2026	Logbook

Table 7. Action Plan

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data used in this research can be accessed through a formal request to the author of the study.

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Appendices

No appendices are included in this article.