"STAR – Students recognition Through Appreciative Reinforcement"

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ABSTRACT

The idea of the Project STAR is to promote positive behavior and academic achievement among learners. This study could help resolve the problem of teachers in classroom management.

This research could help teachers who struggle with managing their students' behaviors and the academic performance is low. This study on Student's recognition Through Appreciative Reinforcement would help teachers to promote positive behavior and increase academic achievement of learners.

Project STAR had shown good impact in changing children's behavior and the way they participated in class discussions. In which, by continuously giving star rewards, children are more encouraged to participate and showed proper behavior in class.

From the results of the Star Rewards and quarterly test result given to the participants, this action research can rest assured that appreciative reinforcement is more helpful in managing the behavior of learners. Thus, this research also helps increase children's desire to learn.

Furthermore, giving star rewards helps improve learner's daily attendance.

INTRODUCTION

How appreciative reinforcement helps learners to become competitive and perform well academically? How does it help teachers integrate good behavior among learners? How would the learners feel valued by their teachers? Questions that lead the way for us to work on this research.

Positive reinforcement refers to introducing a desirable stimulus to encourage the behavior that is desired. Despite that, introducing positive discipline to learners is very challenging for some reasons and factors. In today's modern world, the characteristics of learners equip them to enjoy a high quality of learning. They are creative and confident learners that enjoy the effort given by the people around them. The learners need to feel that they are valued. That is why, STAR which stands for Students recognition Through Appreciative Reinforcement will be given to learners of Grade 2 and Grade 1 pupils to promote positive behavior and academic achievement.

We are often talking about students reward for gaining high grade. We are often using reinforcement in our daily life in diverse forms. But mostly this period is used with motivation. Students motivation is the obligation of both parents and teachers. Reinforcement is the basic factor of operant conditioning theory proposed by Fredric Skinner in 1953. His work plays a significant role in both the fields of psychology and education. Hammer (2009).

In reinforcement the stimulus growths the likelihood that a prior behavior will be constant. Reinforcement is either negative or positive. Mostly positive reinforcement is similar of reward. Positive reinforcement effects our everyday life and personality while on the other hand negative reinforcement effects the development of evading tendencies (Feldman).

Green and Todd proposes that both positive and negative reinforcement effects students' performance, but positively reinforced students scored high and surprisingly some high-grade performers of the class scored low during experiment. Goldstein (1997)

Furthermore, Wheatley, et al, (2009) suggests that use of positive reinforcement is very effective and high effect technique to expand student's behavior, but it is vital for teachers to create a safe happy, caring and enjoyable environment in the classroom.

Conoray stated that creation of happy and constructive classroom environment is the most powerful tool of teachers which increases children's learning and decreases problem behavior from occurring. Positive reinforcement may be effectively used by the teachers to teach students proper behavior and social skills which they are lacking. Many teachers are using only praise as reinforcement effectively in their classes. Conroy, et al, (2009).

A study was supported out on Skinner's theory of operant conditioning for the identification of information gaps and suggestions of theory to practice. The basis for this study is to guide the policy and practice in managing disruptive behavior in the classroom. This also focuses on modifying the operant learning strategies to the desires of the learners with problematic behavior on a reasonable basis.

METHODOLOGY

This research aims to develop learners with high performing skills and positive behavior.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Crafting of an observation tool and sending assent letter to

parents and respondents to ask permission for the conduct of the study.

Phase II. Data Gathering Stage. Pre-observation of the behavior of Grade 1 Sampaguita, Grade 2 Narra and Grade 2 Molave. Gathering the result of second quarter proficiency level as a basis for pre-assessment on academic achievement of the students.

Giving of Star Reward Card.

Post-observation on the behavior of Grade 1 Sampaguita, Grade 2 Narra and Grade 2 Molave. Gathering the result of fourth quarter proficiency level as a basis for post assessment on academic achievement of the students.

Phase III. Data Analysis Stage. Retrieval of all gathered data from pre-assessment and post assessment of the study.

Phase IV. Summary and Interpretation Stage. Constructing of research summary using the gathered data.

Phase V. Reporting. Creating and presenting the result.

RESULTS

Table 1: Learner's Behavior Pre-Observation Grade 1 Sampaguita

Behavior of Learners	Weighted Mean	Verbal Interpretation	Rank
Highly Disruptive	3.90	Often	2
Disruptive	4.21	Always	1
Manageable	2.62	Sometimes	3
Behave	2.00	Rarely	4
Well-behaved	1.80	Rarely	5

Given in the data, 1 indicator was rated Always: Disruptive Behavior (WM=4.21), rank 1; Indicator for Highly Disruptive Behavior was rated Often (WM=3.90), rank 2; Indicator for Manageable Behavior was rated Sometimes (WM=2.62), rank 3; Indicator for Behave Behavior was rated Rarely (WM=2.00), rank 4; and indicator for Well-Behaved Behavior was rated Rarely (WM=1.80), rank 5.

Table 2: Learner's Behavior Post-Observation

Behavior of Learners	Weighted Mean	Verbal Interpretation	Rank
Highly Disruptive	1.72	Never	5
Disruptive	1.90	Rarely	4
Manageable	3.53	Often	3
Behave	4.36	Always	1
Well-behaved	4.20	Always	2

Given in the data, 1 indicator was rated Always: Behave Behavior (WM=4.36), rank 1; Indicator for Well-Behaved was rated Always (WM=4.20), rank 2; Indicator for Manageable Behavior was rated Often (WM=3.53), rank 3; Indicator for Disruptive Behavior was rated Rarely (WM=1.90), rank 4; Indicator for Highly Disruptive Behavior was rated Never (WM=1.72), rank 5.

This indicates that positive reinforcement using Star Reward Card affects student's behavior. The students are compelled to show the desired behavior to get a reward or incentive.

Table 1 PRE-ASSESSMENT USING PROFICIENCY LEVEL DURING SECOND QUARTER SY 2022-2023

MATHEMATICS	ENROLMENT	SECOND QUARTER (S.Y. 2022-2023)							
		Number of Learners who Passed							
		Outstanding**			Very Satisfactory (85-89*)	Satisfactory (80-84*)	Fairly Satisfactory (75-79*)	Number of Learners Who Did Not Meet Expectations (Below 75*)	Number of Learners At-Risk of Failing
		98-100	95-97	90-94					
I-SAMPAGUITA	39	0	0	2	19	15	3	0	0
II-NARRA	32	0	0	3	8	11	10	0	0
II-MOLAVE	34	0	0	0	5	9	18	0	0
	105	0	2	28	68	60	25	1	0

The result shown on Table 1 is the results of Proficiency Level of the Second Quarter Assessment for School Year 2022-2023 among Grade 1 Sampaguita, Grade 2 Narra and Grade 2 Molave learners on their pre-assessment.

The result of Grade 1 Sampaguita are as follows: out of 39, 3 learners attained Fairly Satisfactory level 75-79 general average, 15 Satisfactory level 80-84 general average, 19 Very Satisfactory level (90-94) general average and 2 Outstanding level 90-94 general average. This shows that 8% of them had low performing skills specifically in Mathematics subject during their pre-assessment.

The result of Grade 2 Narra learners are as follows: out of 32, 10 learners attained Fairly Satisfactory level, 11 Satisfactory level, 8 Very Satisfactory level, and 3 outstanding level. This shows that 31% of them had low performing skills.

The result of Grade 2 Molave learners are as follows: out of 34, 18 learners attained Fairly Satisfactory level, 9 Satisfactory level, 5 Very Satisfactory level and 2 Outstanding level.

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This shows that 53% of them had low performing skills.

Table 2 POST-ASSESSMENT USING PROFICIENCY LEVEL DURING FOURTH QUARTER SY 2022-2023

MATHEMATICS	ENROLMENT	FOURTH QUARTER (S.Y. 2022-2023)						
		Number of Learners who Passed						
		Outstanding**			Very Satisfactory (85-89*)	Satisfactory (80-84*)	Fairly Satisfactory (75-79*)	Number of Learners Who Did Not Meet Expectations (Below 75*)	Number of Learners At-Risk of Failing
		98-100	95-97	90-94					
I-SAMPAGUITA	39	0	2	10	11	15	1	0	0
II-NARRA	32	0	0	10	8	10	4	0	0
II-MOLAVE	34	0	0	8	11	9	6	0	0
	105	0	2	28	30	34	11	0	0

Comparing the results on their post-assessment using the same tool, Grade 1 Sampaguita learners decreased from 8% to 3% low performing skills. Grade 2 Narra learners decreased from 31% to 13% low performing skills and Grade 2 Molave learners decreased from 53% to 18% low performing skills specifically in Mathematics subject.

DISCUSSION

Positive reinforcement creates a pleasant and rewarding experience that encourages the learners to show desired behavior repeatedly. It is vital to understand that reinforcing can be used to change and maintain behavior.

Project STAR played an important role in managing the behavior of learners. It helped a lot in imposing discipline in the classroom and motivated the learners to learn. It also increases motivation and self-confidence and help teachers to establish positive habits and routines.

The outcome from this study shows the use of positive reinforcement can change behavior and increase the academic performance of the learners. As a result, the student made to repeat the desired behavior that earned the star reward in the first place to receive a reward. This study is supported by B.F. Skinner's idea of positive reinforcement. The student's non-compliant behavior changed when positive reinforcement was implemented.

Further studies on positive reinforcement would be beneficial. It would be interesting to see the impact that positive reinforcement has on other grade levels.

Project STAR is the best strategy fits in classroom management. It is suggested to continue using the Star Reward Card every day. It is manifested that the learners will perform well and developed positive behavior through appreciation using rewards.

Project STAR implied that learners from San Francisco Elementary School are appreciated and loved. Teachers have different strategies inside the classroom when it comes to classroom management, but this Star Reward Card will add flavors in teaching learning process. This encourages learners to behave independently with high performing skills.

The action research entitled STAR "Students recognition Through Appreciative Reinforcement shows the use of positive reinforcement can change behavior. B.F. Skinner's idea states that if a person was rewarded for acting in a positive way, they would come to see that behavior as the most natural and advantageous way to act. As a result, the student feels certain to repeat the desired behavior that earned the reward in the first place.

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