



# “STAR STAMP REWARD” AS A TOOL TO LESSEN THE BEHAVIOR OF ROAMING AROUND THE GRADE 1 CLASSROOM

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## ABSTRACT

This classroom-based action research is meant to explore the behavior modification of five learners by using the “Star Stamp Reward” to promote positive, observable conduct, especially reducing wandering around the classroom during class time. This study was conducted last June 2022 at Grade 1 - Zinnia with a school identification 129560 during the school year 2021-2022. The participants of the study were two Grade 1 learners who attended the limited face-to-face learning and had behavioral problems roaming around the classroom. Further, “Star Stamp Rewards” were used to motivate learners to act appropriately in the classroom. Baseline data like record sheets, tally sheets, and observations were used to know the frequencies at which the learners were roaming around the classroom during class hours. Also, reflective data was used through tabular representation in analyzing and interpreting the result of the study. When observing the data, it was clear that learners’ roaming around behaviors lessened after implementing the Star Stamp Reward. Although Kindergarten learners continued to require prompts, it was evident based on the results that the negative behavior decreased as soon as the Star Stamp Reward was given. Hence, this study demonstrated how behavioral treatments like Star Stamp Reward can be used to reduce or completely eradicate the problematic and improper behaviors displayed by the learners.

**Key Words:** *Behavior Modification, Star Stamp Reward and Reward System*

## INTRODUCTION

Over the past few years of teaching, I have noticed an increasing trend in behaviors from kindergarten to Grade 1 classroom. The most common behavior I have noted is moving around the classroom without permission. These behaviors not only disrupt the

learning of the learners but also hinder the ability of a positive classroom atmosphere. In my classroom setting, I have tried various models of behavior intervention strategies to achieve a successful teaching-learning process. Many Grades 1 pupils often required numerous verbal prompts and reminders to behave properly like remaining in their seats and avoiding roaming around the classroom. Unfortunately, these approaches do not seem to have a positive effect. Using rewards like “stamp rewards”, I believe that our Kindergarten learners would lessen their roaming around the classroom. This study allows us to see if our ‘Star Stamp Rewards’ affect learners’ behaviors. Further, we want to prove if “Star Stamp Rewards” is effective as a motivating tool for our Kindergarten learners to sit properly and lessen the roaming around behavior within the classroom.

The shift to online learning and the disruptions caused by the COVID-19 pandemic have indeed had an impact on students' behavior. Remote learning has led to reduced physical activity and limited opportunities for social interaction, which can affect students' well-being and behavior.

Increased screen time during remote learning can also contribute to changes in behavior. Excessive screen time can lead to issues such as decreased attention span, increased restlessness, and difficulty focusing on tasks. Students may also struggle with self-regulation when it comes to managing their time effectively or resisting distractions while studying online.

Additionally, when face-to-face classes resume after a period of remote learning, some students may display misbehaviors such as roaming around the classroom. This could be due to a variety of factors including pent-up energy from being confined at home for an extended period or difficulties adjusting back into a structured learning environment.

It is important for educators and parents/guardians to be understanding and patient during this transition period. Providing support, guidance, and strategies while helping students adjust back into regular classroom settings can be beneficial in addressing these behavioral changes effectively.

## RESEARCH QUESTION

How can I lessen the roaming around the behavior of my Grade 1 learners using Star Stamp Reward?

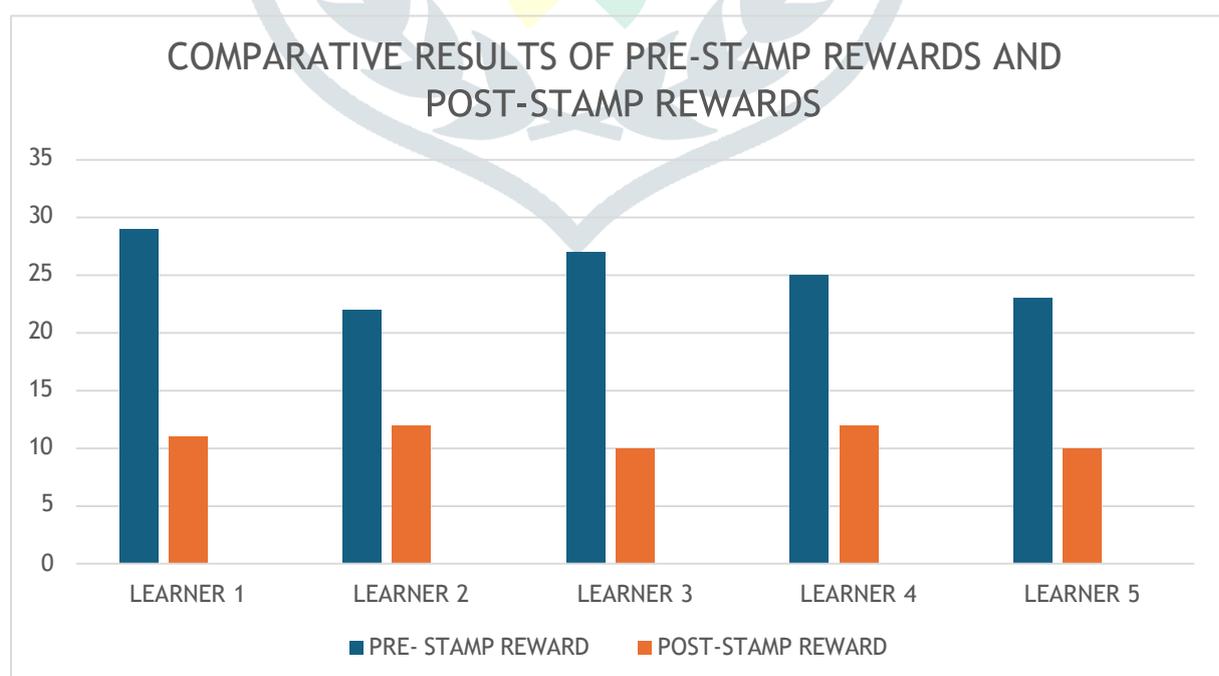
## PARTICIPANTS

The participants of the study were five Grade 1 learners with a school ID of 129560 from Davao Central District.

PRE "STAR STAMP REWARDS" IMPLEMENTATION			
LEARNER	RECORDED ROAMING AROUND BEHAVIOR FOR 3 HOURS		
	DAY 1	DAY 2	TOTAL
LEARNER 1	14	15	29
LEARNER 2	10	12	22
LEARNER 3	12	15	27
LEARNER 4	15	10	25
LEARNER 5	13	10	23

## RESULTS

POST "STAR STAMP REWARDS" IMPLEMENTATION			
LEARNER	RECORDED ROAMING AROUND BEHAVIOR FOR 3 HOURS		
	DAY 1	DAY 2	TOTAL
LEARNER 1	6	2	11
LEARNER 2	8	4	12
LEARNER 3	8	2	10
LEARNER 4	9	3	12
LEARNER 5	7	3	10



## GRADE ONE PROGRESS REPORT

### STAR STAMP REWARD ASSESSMENT School Year 2021 - 2022

LEARNER	PRE-REWARD	POST-REWARD	DECREASED	PERCENTAGE OF DECREASE AFTER REWARD IMPLEMENTATION
LEARNER 1	29	11	18	62
LEARNER 2	22	12	10	45
LEARNER 3	27	10	17	62
LEARNER 4	25	12	13	52
LEARNER 5	23	10	13	52
MEAN	25.2	11		54.6

#### RESULTS AND RECOMMENDATION REWARD SYSTEM

This classroom action research project aimed to use the "Star Stamp Reward" to reduce the wandering behavior of five first-graders. There were noticeable differences between the two students. I set out to see if educating and motivating first-graders to comply by simply being seated could be accomplished through the use of rewards as positive reinforcement. After examining the study's findings, I've come to a few conclusions on the incentive system's efficacy.

#### CONCLUSION:

##### STAR STAMP REWARD AS BEHAVIORAL INTERVENTION AND MODIFICATION

It is evident from the statistics that when the reward system was put in place, learners' roaming around habits decreased. The results show that even though Grade 1 students still needed reminders, their negative behavior stopped as soon as they received their Star Stamp Reward. After the Star Stamp Reward was awarded, there were fewer prompts overall.

According to research, behavioral treatments like Star Stamp Reward can be used to reduce or completely eradicate the harmful and improper behaviors that pupils engage in.

Furthermore, all learners were able to increase their desire for learning after the implementation of STAR STAMP REWARD as manifested in the post-test results. The implementation is found remarkably effective with groups of learners even during post-pandemic time.

Both the teachers who work with students who have behavioral issues and the students themselves would benefit from this study. By rewarding positive behavior, the "Star Stamp Reward" will modify behavior, especially by reducing wandering about the classroom during class hours.

#### CONTINUOUS LEARNING, IMPROVEMENT, AND IMPLEMENTATION

It is strongly advised that this research be carried out consistently in the years to come. The advantages of the STAR STAMP REWARD action research project have been evident from the beginning and are thought to be a useful instrument for raising student achievement, refining instructional strategies, and supporting our teachers' professional development. This action research project has been incredibly successful, and keeping up this pace will allow us to assess the school's educational quality even more. As a result, it promotes teamwork among our employees, which fosters a culture of ongoing learning and development.

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