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*Blessedy M. Cervantes, Ed.D*

## ABSTRACT

Primary and secondary schools all over the world have been facing problems in terms of the quality of students' performances for many years. The academic standing as well as the level of classroom engagement keeps on decreasing from time to time. One of the reasons that can be attributed to these issues is absenteeism.

Researchers even proved the negative effects of absenteeism among the students. In the study of Khalid (2014), he revealed that absenteeism affects class participation, coordination of students with teachers and peers and the grades of students. For Walters (2018), absenteeism resulted to limited educational instruction, poor academic progress, increasing disinterest in school and academics in general and decreased school budget.

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# Combatting Extreme Absenteeism of Grade 11 TVL Learners using Strategic Task-based Affirmative Reinforcements (STAR) Technique in Practical Research 1 Classroom

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## I. CONTEXT AND RATIONALE

Primary and secondary schools all over the world have been facing problems in terms of the quality of students' performances for many years. The academic standing as well as the level of classroom engagement keeps on decreasing from time to time. One of the reasons that can be attributed to these issues is absenteeism.

Researchers even proved the negative effects of absenteeism among the students. In the study of Khalid (2014), he revealed that absenteeism affects class participation, coordination of students with teachers and peers and the grades of students. For Walters (2018), absenteeism resulted to limited educational instruction, poor academic progress, increasing disinterest in school and academics in general and decreased school budget.

In fact, schools are setting forth guidelines in order to meet the international standards and solve students' issues including absenteeism. With guidelines set forth by the No Child Left Behind, student attendance has become the main focus. Elementary school provides the foundation for learning and a time when students learn basic skills they will carry with them for the rest of their lives. Therefore, early interventions with students who are at risk for dropping out of school will have a positive impact on student attendance (Cole, 2011).

Through the DepED Order No. 18, s.1991, the policy on absenteeism and tardiness was provided that encouraged all the public schools in the country to conduct intervention programs in solving the issue on absenteeism and to strictly

monitor the attendance of the students. Elementary to senior high school teachers are even mandated to accomplish the School Form (SF) 2 in order to determine the percentage of attendance and enrolment of the students for each month. Through the SF 2, teachers can devise appropriate action towards the results of the student attendance.

Absenteeism can be solved in various ways that includes an intervention method that is grounded in the larger issue thought to be the cause of absenteeism such as verbal reprimanding, home visitations, counselling, and regular follow-up. The method of addressing the greater issue related to attendance is effective because it treats absenteeism as a symptom and not the main problem. By addressing the greater issue, the symptom of absenteeism decreases. Despite this strength, this method of addressing absenteeism is not always generalizable, easily implemented, or readily accessible to all those struggling with school attendance (Malley, 2016).

In Tarlac National High School, most especially in the Senior High School, absenteeism serves as a crucial factor in the progress of the learners. The Tech-Voc track, in particular, usually experiences chronic absenteeism cases with students who have absences ranging from 3-10 days per month. More than half of the students from the TVL classes specifically the Bread & Pastry strand rarely attend their classes and some even just come to school just to take the quarter examinations. Some Bread & Pastry students also skip their classes to take a break since they have six-hour straight class time, and it will take them longer to come back to classes that lead them to be absent on that particular subject. This problem on absenteeism usually results to poor academic

standing and slow competency development among the said learners.

Thus, the researcher devices a new technique called Strategic Task-Based Affirmative Reinforcements) STAR Technique that aimed to combat against absenteeism among the Grade 11 TVL (Bread & Pastry) learners of Tarlac National High School (S.Y. 2018-2019). STAR technique is a new method designed by the researcher that aims to minimize the number of absences of the students as well as motivate them to attend their Practical Research 1 classes regularly.

## II. RESEARCH QUESTIONS

The present study aimed to combat against the extreme absenteeism of the Grade 11 TVL (Bread & Pastry) students using the Strategic Task-Based Affirmative Reinforcements (STAR) Technique in Practical Research 1 classroom during the second semester of Academic Year 2018-2019 at Tarlac National High School-Main. Specifically, it aimed to find answers to the following questions:

1. How is the attendance of the controlled and experimental group described prior to the use of the STAR technique?
2. Is there a significant difference in the attendance of the controlled group using formal reproof (verbal reprimanding)?
3. Is there a significant difference in the attendance of the experimental group using the STAR Technique?
4. Is there a significant improvement in the attendance of the controlled group using formal reproof (verbal reprimanding)?
5. Is there a significant improvement in the attendance of the experimental group using the STAR Technique?
6. Are formal reproof (verbal reprimanding) and STAR technique effective in combatting against extreme absenteeism?

## III. HYPOTHESES

The following hypotheses were hereby provided in the light of identifying the usefulness of the STAR Technique in combatting against extreme absenteeism among the Grade 11 TVL learners in Practical Research 1 classroom.

There is no significant difference between the attendance of the controlled and experimental groups using the STAR technique.

There is no significant improvement in the attendance of the controlled group using the formal reproof (verbal reprimanding).

There is no significant improvement in the attendance of the experimental group using the STAR Technique.

## IV. SIGNIFICANCE OF THE STUDY

This study described the attendance of the controlled and experimental group prior to the use of the STAR technique. It also determined if there is a significant difference in the attendance of the controlled group using formal reproof (verbal reprimanding), and of the experimental group using the STAR Technique, as well as the significant decrease in the number of absences of the controlled group using formal reproof (verbal reprimanding), and of the experimental group using the STAR Technique. The implications of the study to the teaching of Practical Research 1 will also be provided based on the results of the study.

To the Department of Education, the results of the study may provide feedback and updated data needed in the strict classroom monitoring and assessment. STAR Technique can also be adapted by the different schools as it may find effective in the study.

To the School Administrators, this study may provide a bank of information for dissemination and discussion of the results among the teachers and the parents as well as the implementation of the STAR technique in the classroom once it is found effective.

To the Teacher, the use of STAR technique as it is once found effective in minimizing extreme absenteeism among the learners, can be very helpful in success of the teaching-learning process since the maximum potential of the learners will be tapped. The actual classroom involvement can also be boosted.

To the Parents, this study will make them aware of the situation of their children and be able to find ways to positively communicate with their children regarding this matter. Upon the success of the STAR Technique as a tool to lessen the absenteeism of the students, parents will be informed of the positive impact of motivation in engaging students regularly to the learning process, in spite of the factors that may hinder the children to attend to their classes regularly. Through the strong desire of the parents to help the researcher and the school to combat absenteeism, this problem will definitely be solved.

To the Learners, the STAR technique will motivate them to attend to their Practical Research 1 classes regularly that will result to the increase of their engagement and participation.

To the Community, the knowledge on the importance of supporting the learners in the importance of regular attendance may lead to the positive attitude of the community towards the development of proper motivation for their learners.

To the Future Researchers, this study would be the basis of the appropriate plan in addressing the issues of absenteeism in the classroom. This study will also provide them ample insights and ideas about the real Practical Research 1 classroom scenarios in Tarlac Province. The results of this study may also serve as a source for future researches about the techniques in combatting against absenteeism.

## V. SCOPE AND LIMITATIONS

This study described the attendance of the controlled and experimental group prior to the use of the STAR technique. The differences in the attendance of the controlled group prior and after the use of the formal reproof or verbal reprimanding were also determined as well as the significant decrease of absences using the said intervention.

Formal reproof was only be delimited to talking to the learners and notifying them about their absences. For the experimental group, the

Strategic Task-Based Affirmative Reinforcements (STAR) Technique was used in which the learners underwent a four-week extrinsic motivational procedure.

In addition, the improvement in the attendance of the learners using both formal reproof and STAR technique was also identified. The implications of the study to the teaching of Practical Research 1 were also be provided based on the results of the study.

## VI. METHOD

### 6.1 Type of Research

Action research design was used in this study. It is a method used for improving conditions and practices (Lingard et.al., 2008; Whitehead et.al., 2003). Action research also generates solutions to practical problems (Meyer, 2002).

A mixed-method of action research design were used with both qualitative and quantitative data. This study was descriptive in nature as it described the reasons behind the attendance of the subjects prior to the use of formal reproof (verbal reprimanding) for controlled group and the STAR technique for the experimental group using unstructured interviews.

The quasi-experimental design was also used in this study. Quasi-experiments are often conducted to evaluate the effectiveness of a treatment- perhaps a type of psychotherapy or an educational intervention (BCcampus, 2019). Thus, this action research utilized the said type of experimental research since the subjects were not randomly selected. This action research also evaluated the effectiveness of a treatment which is the formal reproof (verbal reprimanding) for the controlled group, and the STAR technique for the experimental group by determining if there is a significant difference in the attendance of the controlled group using formal reproof (verbal reprimanding), and of experimental group using the STAR Technique; and by determining the significant improvement in the attendance among the controlled group using formal reproof (verbal reprimanding), and of experimental group using the STAR Technique.

## 6.2 Subjects of the Study

The subjects of the study were two groups from two classes of Grade 11 TVL Track students under the Home Economics Strand with Bread and Pastry/ Food and Beverage NC II specialization for S.Y. 2018-2019 at Senior High School Department at Tarlac National High School. The subjects were composed of 18 learners for controlled group and COMBATTING EXTREME ABSENTEEISM OF GRADE 11 TVL 9 another 18 learners for the experimental group who manifested extreme absenteeism that was equivalent to five or more absences for four weeks (20 regular class days) prior to the use of STAR Technique.

## 6.3 Sampling Method

This action research utilized the purposive sampling since the whole population of Grade 11 TVL students who manifested extreme absenteeism served as the subjects. The subjects were composed of 18 learners for controlled group and another 18 learners for the experimental group.

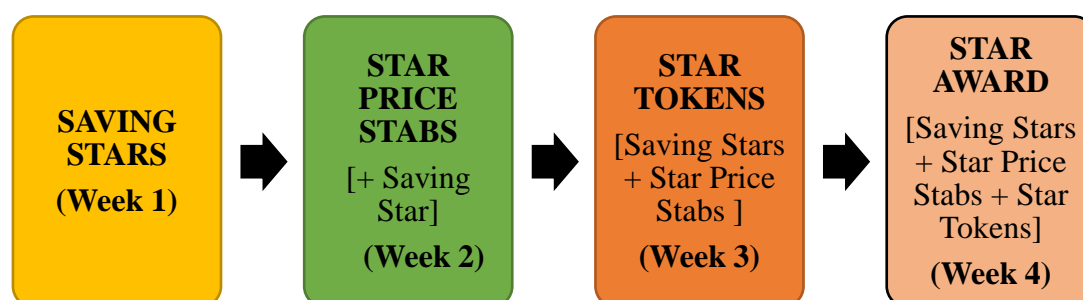
## 6.4 Proposed Innovation/Intervention/Strategy

The researcher utilized her own devised technique called Strategic Task-Based Affirmative Reinforcements (STAR) in combatting against the extreme absenteeism of the Grade 11 TVL students. The said technique is applicable to all the Senior High School subject areas that includes Practical Research 1.

The STAR (Strategic Task-Based Affirmative Reinforcements) Technique is a four-week extrinsic motivational procedure employed to the experimental group who manifested extreme absenteeism. STAR Technique involved four positive reinforcements to engage the students in attending their Practical Research 1 classes. This technique is anchored with Incentive Theory of Motivation that states that the people can be motivated using extrinsic factors and argues that people are more motivated to perform activities if they receive a reward afterward, rather than simply because they enjoy the activities themselves (Lumen, 2018).

The diagram of the STAR Technique procedure is presented below:

STAR (Strategic Task-Based Affirmative Reinforcements) Technique



The STAR Technique follows the following procedure:

### 1. Saving Stars

For the first week of the STAR Technique, the learners were given a “Saving Star” for each day they were present in the class. The “Saving Star” is equivalent to five points that they can use to add from their scores in any individual activity



## 2. Star Price Stab

For the second week of the use of STAR Technique in the Practical Research 1 class, the learners were given an additional “Star Price Stab” equivalent to plus 10 in a group task for each day they are present, plus one “Saving Star” if they completed their attendance during the first week. If not, only the “Star Price Stab” was awarded to them.



## 3. Star Token

In the third week of the STAR Technique, the learners were given a “Star Token” for each day they were present, equivalent to being exempted on one assignment plus a “Saving Star” and a “Star Price Stab” if they completed their attendance during the first and second week. If not, only the “Star Token” was awarded to them.



## 4. Star Award

During the final week of the use of the STAR Technique, the learners were given the “Star Award” in a form of a medal once they completed



the attendance for the four-week long during of the use of the STAR Technique plus one additional “Saving Star”, “Star Price Stab”, and “Star Token”.



## Instrument/s

This study utilized the School Form 2 as the primary instrument in order to determine the student attendance before and after the use of the STAR Technique for the experimental group. The class attendance sheets were also used to cross-check the data gathered from the SF-2. Unstructured questionnaires were also used in order to determine the reasons of the absences of the students and also their views regarding the use of the formal reprimanding (verbal reproof) for the controlled group, and the STAR Technique for the experimental group, as a way of motivating them to attend to their classes regularly.

## VII. DATA COLLECTION PROCEDURE

First, a letter of consent was provided to the approving authorities in order to conduct the action research. Once the letter is approved, the researcher determined the Grade 11 TVL (Bread & Pastry) students who manifested extreme absenteeism based on School Form 2.

Using the T-Test, the significant differences on the number of absences were determined. If there is a significant difference between the previous and present attendance report, with the experimental group having the lower overall scores, the use of the STAR Technique is considered effective in combatting against the extreme absenteeism of the Grade 11 TVL learners.

Interviews and observations were also done to cross-check the data gathered. In addition, the

researcher also used supporting documents to provide basis on the absenteeism of the students such as the School Form 2 and the class attendance sheets. Other documents were also used to support the data such as orders and memorandum released by the Department of Education and the existing laws based on the Philippine constitution that supported the target of minimizing the extreme absenteeism of the students.

### 7.1 Ethical Considerations

This research observes truth in the presentation of its contents that establishes the avenue of independence, liability, and reverence among the colleagues. The researcher also considers proper citation of the original material, copyright guidelines, and confidentiality. Moreover, the researcher makes sure of voluntary participation and informed consent from the subjects. These considerations assure that all the subjects

participate in their own will and that they completely understand the procedure of the research (Center for Innovation in Research and Teaching, 2018).

### 7.2 Data Analysis

The data that were obtained through the School Form 2 that were subjected to statistical treatment using T-Test for independent samples and paired sample T-Test. T-Test was used to determine the significant difference in the attendance of the of the controlled group using formal reproof (verbal reprimanding) , and of the experimental group using the STAR Technique.

In addition, paired sample T-Test was also used to determine the significant improvement in the attendance of the controlled group using formal reproof (verbal reprimanding) , and of the experimental group using the STAR Technique.

Activities	Timeline	Resources		
		Person	Physical	Peso
Proposal conceptualization and drafting, and submission of the proposal to the Division Office	January 2019	Researcher, Principal, SDRC	3 Bond Paper Rims	Php 500.00
Pre-testing, implementation of the study, and post-testing	January 2019	Researcher and the subjects	2 Epson Black Inks	Php 300.00
Conducting interview to subjects, data-analysis, interpreting and	February to March 2019	Researcher and the subjects	Epson Colored Inks	Php 500.00
presenting the results report			Flashdrive	Php 300.00
Submission of complete action research, final editing and production			Folders & Fasteners	Php 100.00
			Gold Medals	Php 500.00
<b>Total</b>				<b>Php 2, 200.00</b>



## VIII. WORK PLAN AND COST ESTIMATES

### Plans for Dissemination and Advocacy

The results of this study will be disseminated through in-service trainings organized in the school. The researcher may also present the study to division, national, and international research congress and conferences. The hard copies of the research will also be given to the Division Office of Tarlac Province library, school library, and even to Romulo Library to be read by other researchers.

## IX. RESULTS AND REFLECTIONS

Attending classes regularly usually leads to higher academic standing. Learners are more engaged to classroom activities. They can also follow the flow of the lesson and can easily cope up with learning tasks. However, once learners missed their classes, it can lead to problems or worst- failing grades. Thus, this study proposed an intervention to combat against extreme absenteeism among the Grade 11 TVL Learners of Tarlac National High School.

### 1. Attendance of the Controlled Group Prior to the Use of Formal Reproof (Verbal Reprimanding) and of the Experimental Group Using the STAR Technique

Extreme absenteeism is one of the crucial factors that hinder the academic progress of some of the learners under the TVL Track of the Senior High School Department of Tarlac National High School with absences for the month ranging from 5-16 days. As a solution, teachers usually device interventions to minimize the absenteeism of the learners.

### Attendance of the Controlled Group Prior to the Use of Formal Reproof (Verbal Reprimanding)

The controlled group of this study consists of 18 students who manifested extreme absenteeism. Table 1 shows the attendance of the controlled group prior to the use of formal reproof (verbal reprimanding). It covers 20 days of regular classes prior to the conduct of the study.

**Table 1:** Attendance of the Controlled Group Prior to the use of the Formal Reproof (Verbal Reprimanding)

Learner	Number of Absences	Percentage
1	16	80 %
2	7	35 %
3	16	80 %
4	11	55 %
5	7	35 %
6	5	25 %
7	10	50 %
8	7	35 %
9	10	50 %
10	5	25 %
11	6	30 %
12	5	25 %
13	6	30 %
14	5	25 %
15	10	50 %
16	7	35 %
17	7	35 %
18	6	30 %

The results in Table 1 reveals that Learner 1 and 3 were absent 80 % of the total 20 days prior to the conduct of the study which the highest number of absences among the other 16 students who are under the controlled group of this study. Learner 1 belongs to a broken family. He lives with his aunt's family. Since his aunt has also children that she usually sends in school, Learner 1 receives insufficient financial and moral support. Strong supervision is not also provided to Learner 1. Learner 3, on the other hand, has busy parents- a mother who is working as a housekeeper, and a father who is a carpenter. Learner 3 usually has no money to afford for his transportation and food in school.

Meanwhile, Learner 4 was absent for 11 days (55%) prior to the conduct of the study. This student usually has weak immune system that is why he is always sick. He usually has fever and experiences diarrhea. He also became addicted to computer games so instead of attending his classes, he used most of his time in a computer shop.

The data on Table 1 also shows that Learner 9 and 15 were absent for 10 days (50%); Learner 2, 5, 8,

and 16 for seven days (35 %); Learner 11, 13, and 18 for six days (30%); and Learner 6, 12, 14 for five days (25%) prior to the conduct of the study. These students also belong to indigent families so financial problems as well health issues are also the reasons of their absences.

Zang (2008) even supported these findings through his study where he found out that school absenteeism is strongly associated with child poverty, with pupils at primary school being much more likely to be affected by an area's economics and employment deprivation than their counterparts at secondary schools. School absentees normally start the habit of non-attendance when they are at primary school, with child poverty as a main associated factor.

#### *Attendance of the Experimental Group Prior to the Use STAR Technique*

The experimental group consists of 18 learners under the TVL Track of the Senior High School Department of Tarlac National High School. Table 2 shows the attendance of the experimental group prior to the use STAR Technique.

*Table 2:* Attendance of the Experimental Group Prior to the use of the STAR Technique

Learner	Number of Absences	Percentage
1	6	30 %
2	8	40 %
3	6	30 %
4	7	35 %
5	5	25 %
6	5	25 %
7	6	30 %
8	7	35 %
9	6	30 %
10	6	30 %
11	5	25 %
12	6	30 %
13	5	25 %
14	5	25 %
15	12	60 %
16	7	35 %
17	9	45 %
18	5	25 %

Table 12 reveals that Learner 12 had the most number of absences (12) prior to the use the STAR Technique. Learner 12 belongs to an indigent family. Her mother had an heart attack that caused her to be bed-ridden. Learner 2's second sister is in college so she said that she chose to stay at home to attend to her younger siblings and let her older sister to attend to class since she is already in college. Her father is a construction worker who earns money only to afford their daily needs.

Aside from Learner 2, the rest of the 17 students also belong to families in poverty line. They

usually encounter problems transportation fees, food allowances, and payment for their subjects' projects and other requirements. Health issues are also a reason why they missed their classes. Issues related to the student's physical and mental health appears directly related to student attendance. Indiana Department of Education (2019) attested to this be emphasizing that chronic health conditions are among the most significant predictors of student absenteeism.

Table 3 shows the t-Test of two-sample assuming unequal variances of the control and experimental group attendance.

**Table 3:** The Controlled and Experimental Group's Attendance Prior to the use of the Interventions

	<b>Control</b>	<b>Experimental</b>
Mean	8.11	6.44
Variance	11.87	3.20
Observations	18.00	18.00
t Stat	1.82	
p-value	0.08	
t critical value	2.06	

The result on Table 3 shows that the null hypothesis is accepted since  $t \text{ stat} < \text{critical}$  or  $p\text{-value} > .05$ . This may imply that the control and experimental group are homogenous as to the frequency of absences before the study.

## 2. Significant Difference in the Attendance of the Controlled Group Using Formal Reproof (Verbal Reprimanding)

Formal reproof (verbal reprimanding) serves as a traditional intervention strategy that is usually used by teachers. It involves a one-on-one approach of the teacher in which a student who missed the class is asked by the teacher privately

about the reasons of absences as well as reprimanding the student to avoid being absent again. This technique is usually done to remind the students of their attendance status as well as to provide them the consequences of their actions. In this study, the researcher regularly reminded the 18 students under the controlled group of their attendance status through a private talk and online messaging.

Table 4 shows the significant difference in attendance of the control group before and after using the formal reproof (verbal reprimanding).

**Table 4:** Significant Difference in Attendance of the Control Group Before and After Using the Formal Reproof (Verbal Reprimanding)

	<b>Before</b>	<b>After</b>
Mean	8.11	10.17
Variance	11.87	18.26
df	17.00	
t Stat	-4.27	
p-value	0.00	
t critical value	2.11	

Based on Table 4, the null hypothesis is rejected since t stat (-4.27) is > critical or p-value <0.05. This means that there is a significant difference in the mean number of absences in the control group before and after the use of formal reproof (verbal reprimanding), with an increase from an average of 8 absences before the use of the formal reproof (verbal reprimanding) to an average of 10 absences after the use of the said strategy.

### 3. Significant Difference in the Attendance of the Experimental Group Using the STAR Technique

Strategic Task-Based Affirmative Reinforcement (STAR) Technique is a new technique created and employed by the researcher to combat against the extreme absenteeism of the Grade 11 TVL learners under the Home Economics strand. STAR technique was employed for four weeks equivalent to 20 regular class days.

Table 5 shows that significant difference in the attendance of the experimental group using the STAR technique.

**Table 5: Significant Difference Attendance of the Experimental Group Before and After Using the STAR Technique**

	<b>Before</b>	<b>After</b>
Mean	6.44	1.06
Variance	3.20	2.29
t Stat	12.80	
p-value	0.00	
t critical value	2.11	

Table 4 shows the significant difference of the attendance of the experimental group as the null hypothesis is rejected since t stat (12.80) is > critical or p-value <0.05. The data on Table 4 shows that there is a significant decrease in the mean number of absences in the experimental group from a 6.44 mean before the use of the STAR technique to a decrease of 1.06. This most likely suggests that providing extrinsic motivation can lessen the absenteeism of the learners.

### 4. Significant Improvement in the Attendance of the Control Group Using Formal Reproof (Verbal Reprimanding)

It has been a longed desire of the Department of Education to improve the quality of education

among the public schools. However, it is still a challenge as to how to deliver quality instruction most especially to students who did not manage to attend their classes regularly.

Teachers usually provide verbal reprimanding among those who missed their classes as a traditional way of notifying the learners of their attendance status as well as giving them warning as to the consequences of such actions.

Thus, Table 6 shows the significant improvement in the attendance of the controlled group using the formal reproof (verbal reprimanding).

**Table 6: Significant Improvement in Attendance of the Control Group Before and After Using the Formal Reproof (Verbal Reprimanding)**

	<b>Before</b>	<b>After</b>
Mean	8.11	10.17
Variance	11.87	18.26
df	17.00	
t Stat	-4.27	
p-value	0.00	
t critical value	2.11	

The data on Table 6 reveals the increase of the number of absences of the control group after the use of the formal reproof (verbal reprimanding) since  $t$  stat is  $>$  critical or  $p$ -value  $<0.05$ . Thus, there is no significant improvement in the attendance of the control group using the formal reproof (verbal reprimanding). Tripod (2019) attested to this emphasizing that relative to other forms of discipline, reprimands are not the most powerful punishment. Teachers tend to rely on them because they are relatively easy to administer. However, teachers are at risk of falling into the "reinforcement trap." That is, reprimands may temporarily turn off a child's

negative behavior but be ineffective in reducing the frequency in which the negative behavior is displayed in the long run.

#### 5. Significant Improvement in the Attendance of the Experimental Group Using the STAR Technique

STAR technique was employed to help minimizing the number of absences among the learners. Table 7 shows the significant improvement in the attendance of the experimental group using the STAR technique.

**Table 7: Significant Improvement in Attendance of the Experimental Group Before and After Using the STAR Technique**

	<b>Before</b>	<b>After</b>
Mean	6.44	1.06
Variance	3.20	2.29
t Stat	12.80	
p-value	0.00	
t critical value	2.11	

The data on Table 7 revealed the decrease in the number of absences of the experimental group after the use of the STAR Technique since  $t$  stat (12.80) is  $>$  critical or  $p$ -value  $<0.05$ . Thus, there is a significant improvement in the attendance of the experimental group after the use of the STAR Technique. The findings on Table 7 also showed that extrinsic motivational tasks, as part of the STAR technique, worked very well in minimizing the number of absences of the learners. Psychestudy (2019) even confirmed this and claimed that extrinsic incentives can be used to motivate a whole group, thus increasing productivity or creating a better learning environment in classrooms.

#### 6. Effective Technique to Combat against Extreme Absenteeism

Absenteeism hinders the progress of the learners as it can take the most essential part of their academic life- the application of the concepts in actual situation. Because of absenteeism, learners acquire insufficient mastery and understanding of concepts. Thus, this lack of mastery affects how

they critically and creatively devise life-long learning applications. Interventions then play a vital role in minimizing the cases of absenteeism.

In this study, the researchers employed two interventions: the formal reproof (verbal reprimanding) for the controlled group as a traditional strategy, and the STAR technique for the experimental group which is a new technique devised by the researcher.

Table 8 shows the effectiveness of the formal reproof (verbal reprimanding) and the STAR technique in combatting against the extreme absenteeism of the learners.



**Table 8:** Effectiveness of Formal Reproof (Verbal Reprimanding) and the STAR Technique

	Control	Experimental
Mean	2.06	-5.39
Variance	4.17	3.19
df	34.00	
t Stat	11.64	
p-value	0.00	
t critical value	2.03	

The results on Table 8 shows that the null hypothesis is rejected since t stat is > critical or p-value <0.05. The positive value in the controlled group implied the mean increase of absences (2.06) which further signified that formal reproof (verbal reprimanding) maximize the number of absences of the learners instead of minimizing the absences. Thus, formal reproof (verbal reprimanding) is not an effective technique in combatting against extreme absenteeism.

Negative value in the experimental group implied the mean decrease in absences of the learners (-5.39). This signified that STAR technique is effective in combatting against extreme absenteeism as it minimized the number of absences of the learners.

The data on Table 8 further revealed that STAR technique is more effective than formal reproof (verbal reprimanding) as an intervention in combatting against extreme absenteeism. This further implied that the use of rewards such as tokens, additional points, and medals (as part of the STAR technique) was effective interventions to minimize the absenteeism of the learners. The results on Table 8 also signified that the learners most likely to attend to their classes if they are recognized and given awards. According to Responsive Classroom (2019), publicly recognizing children's accomplishments can benefit their learning and the overall school climate.

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