Lesson Study and its Effect on the Instructional Competence of Junior High School Science Teachers

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Introduction

Classroom teachers play a vital role in developing the knowledge, skills, and attitude of every learner. They set the tone in their classrooms; build a good, friendly environment conducive to learning, and a role model in and outside of the classroom in every aspect. According to Pillen et al. 2012, teachers need to grow in the school culture and system to further develop their professional identity and build routines for classroom management and teaching techniques. Teachers enter similar classrooms every day during class days in their respective schools to teach the same or similar concepts. Despite the same mission and vision, similar training attended, strategies and approaches in teaching the subject, learning goals and plans, teachers are often left alone working in making lesson plans, planning developmental activities, and learning routines. Such experiences tend to exhaust and make them unable to perform at their best and full potential.

Though some of the teachers can write some reflections, insights, and discoveries, only during Learning Action Cell (LAC) sessions and seminars where teachers share and exchange ideas with a limited time.

Lesson study is a professional model for development that originated in Japan, where teachers plan collaboratively, design a lesson, deliver, observe, and discuss certain pedagogical focus often related to a difficult content or aspects of a certain subject. Lesson study focused on students and learning outcomes to develop pedagogical content knowledge of the teachers (Cerbin and Kopp 2006).

Methodology

This study utilized the multiple Case Study design and methods. The lesson study team was composed of the Principal, Head Teacher, Master Teachers, and all Junior High School Science teachers in the different levels (Grades 7 – 10). Each grade level had 2

implementers and each one of them was considered a separate and unique case. The team identified specific student needs, formulated, and developed the lesson plan after brainstorming, thorough and careful planning. After it, the lesson plan was implemented by the designated lesson implementer for 60 minutes. The

implementation was closely monitored by the lesson study team. After the first implementation, the team gathered and discussed together with the lesson implementer what transpired during the delivery of the lesson for immediate reflection and possible lesson adjustments to improve the lesson plan making it ready for the second implementation by the second lesson implementer. After the second implementation, the team members again met and discussed students learning, teacher learning, and pedagogical content learning. Along the process, a large amount of qualitative data in the form of audio-video recordings, observations, and interviews to both the students and teachers were gathered and collected. These qualitative data were transcribed verbatim, and codes were used in finding the common themes.

Results and Discussion

After a series of lesson study implementations, it resulted in the following themes: Teacher Role, Students' behavior, content-related concerns.

Teacher Role:

Generally, the teachers acted as a facilitator of learning. For the entire period, the students were engaged from the first activity down to the elaborate part. Students were the ones explaining the outcomes of the different activities throughout the entire lesson. In the interview, the implementers admitted that the way teachers planned the lesson could make the students do more on their own. Furthermore, the teachers realized that preparation is the key to make the lesson students centered meaning students are engaged in the different parts of the lesson especially on answering the guide questions and explaining ideas in their own words.

Teachers felt that it is easy for them to implement the lesson since the lesson plan was well organized and checked by the team. Facilitative learning

is evident most especially in the final implementation.

This was even supported by the study of Dudley, 2013 revealed that lesson study gave support to the teacher learning since the critical discourse by knowledge construction was done through a social learning environment. Teachers build school professional learning groups and develop their professional knowledge in terms of the subject matter that they are teaching, the strategies that they use, and the content pedagogy.

Students Behavior

Students were generally used to answer activities individually, by pair or 4 members in a group. The students in this setup were dependent only on one person. Some of the members of the group rely only upon the answer of the leader. After thorough planning of the lesson, the implementer tried to let the students perform the activity with at least 12 members a group. The members participated in the activity and they were busy explaining their results to their group mates.

It is evident from the behavior of the students that they are participative most especially if they work in a group. Each one of them is given a task to do their role. This is even supported in the study of Murata, et.al, (2012) explaining the events on how a Lesson study impacts the students, it develops teachers' knowledge of how the learners learn through discussions around the planned research lesson.

Content-related Concerns:

Content-related concerns refer to the mastery of the subject matter. Since the Lesson study is used in Science subjects, Knowledge of the topic is one of the most important concerns as a teacher. This is to ensure that the concepts learned by the students are correct and reliable. Through this Lesson study, the team was able to correct the unclear ideas from the first implementation. Broad ideas were noted

and corrected during the reflection process participated by the members of the team to make the topic easier and fit to the level of understanding among the learners.

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Online Gaming Habit towards the Academic Performance of Senior High School Students in Tarabucan National High School

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Introduction

Nowadays, more and more people are starting to use the internet. At the same time, online games have become extremely popular among the young generation thus leading to the proliferation of online games addiction on a global platform. Online gaming has become one of the most addictive internet activities to date (Xu, Z., Turel, O., & Yuan, Y., 2012).

Online gaming is one of the widely used leisure activities by many people. Teenagers who are playing these online games said that they are playing these games just for fun, to keep away from the heat of the sun, without knowing that there are a lot of effects of playing these games that are more than what they think. Playing online games, according to some research is beneficial. It enables the mind of the players to be more active, especially those puzzle-based games. It helps the player to come up with decisions in tight situations, especially those adventure games that keep the players to be alert, active and strategic. Playing these types of games makes the player experienced different feelings because it is as if the player is really the one taking the challenges (Block, 2008).

In connection to this, Bacani (2017) stated that one of the basic common problem in the Philippines that teachers, parents and even experts in science of psychology encounter is the online gaming addiction of learners. Addiction is a very strong habit. It is a condition to be slave to a habit, compulsive dependence. There are two kinds of addiction which are physical addiction referring to addiction a particular substance or medicine or cigarette smoking and psychological addiction referring to reliance to a thing which gives satisfaction to his mind and feeling which is seen to his behavior. Further, online gaming addiction is a kind of psychological addition in which the medium is playing online games in the internet and even in the school through the use of their mobile phones.

Bacani (2017) added that excessive game playing often reflects problems in the home. This behavior is oftentimes just the tip of the iceberg of deep-rooted problems. If an individual spends ten hours or more (700-80 hours/week) this could totally damage his studies, work and social relations. Ten million people using mobile phones for online gaming, 30% are youth or teens are considered online gaming addicted. Learners spend more times in mobile games. Learners addicted in online gaming spend most of their times in internet shop, they lack sleep or sleep in school, cannot comply with school activities and avoid friends.

In Cebu, online game addiction is also becoming an issue. In one of the episode of I-Wtiness, Kara David was able to interview youngsters namely Doc, Mark and Ice who resort to illegal activities just to fund their addiction to online gaming. Doc, Mark and Ice are part of a young generation spending a lot of their time on computer games. Some of them undergo illegal activities to fund their vices and they can go on gaming for 24-hours without any sleep. 22-year-old Doc is a scavenger and vagrant, but once he gets his money out of collecting garbage, he goes to his favorite Internet shop to play. Mark, 20, is an out of school youth. He lost his investment money and stole from his mother to pay for his Internet rentals. Fourteen-year-old Ice says he gets his money from homosexuals in exchange for sexual favors.

In a local scenario, as new advent of modern technology arises up, of course it makes easier especially to the students of Tarabucan National High School who had their school requirements and paper works such as making research paper. Unfortunately, as what trends brought into this generation such online mobile gaming, the good sense of making easier our premises turn into worst lifestyle habit. As far as the researcher observed, the senior high school students who are playing online games have truly got a lowest grade in each and every subject area. Most of their time are spent on playing while the teacher in front are discussing or else they are choosing to sit at the corner of the classroom for them to be not fully given by the attention.

This dilemma confronting the quality education of every senior high school students and the perception about online gaming habit towards the academic performance of senior high school students in Tarabucan National High School in particular, prompted the researcher, an Edukasyon sa Pagpapakatao teacher herself, to undertake this study. As Araling Panlipunan teacher, the researcher also would like to extend her sincere concerns to give a realization to the senior high school students with regards to the effects of online gaming habit towards their academic performance and to propose a policy recommendation that would lead them to stop of using on it.

Methodology

The researcher used the descriptive survey method of research to determine the perceptions about online gaming addiction towards the academic performance of senior high school students in Tarabucan National High School. This type of design, according to Goldstein (2009) is used to ascertain the prevailing conditions of a group of people, things or situations and to assess the perception of a group of respondents toward a particular topic or issue. Further, this research will describe the profile of the respondents in terms of age, sex, grade level, and number of hours spent playing the online game. Likewise, students' perceptions about the effects of online gaming habit towards the academic performance of senior high school students in terms of class participation, number of hours spent in studying, and frequency of absences in class.

The respondents of the study would be the total population of senior high school students in Tarabucan National High School. A survey questionnaire was distributed and administered to the respondents to get the necessary data. After the respondents answered the questions, the researcher is the responsible to file records and document to have sufficient information that she needed. The data were collated and analyzed using appropriate statistical tools such as frequency counts, percentage distribution, mean and standard deviation.. The entire study was conducted this School Year 2019-2020.

Results and Discussion

This part presents the results and discussions of data gathered by the researcher through the survey checklists fielded to the respondents. The discussions focus on the effects of online gaming addiction towards the academic performance of senior high school students in Tarabucan National High School. The data gathered in the study are presented in tables accompanied by statistical analyses with their corresponding interpretations.

Profile of Senior High School Students

The table below shows the profile of the respondents in terms of age, sex, grade level, preferred time to play an online game, and number of hours spent playing the online game. The frequency of the respondents was gathered by the researcher through a survey questionnaire that was filled out by the grade 11 and grade 12 students as respondents. Table 1 shows the Frequency and Percentage Distribution on the Profile of the Respondents of the Study.

Table 1

Frequency and Percentage Distribution on the Profile of the Respondents of the Study

Variables	Frequency	Percentage
AGE (in years)		
15 – 18	76	50.66
19 – 21	60	40.00
22 – 24	10	6.67
25 and above	4	2.67
TOTALS	150	100.00
SEX		
Male	95	63.33
Female	55	36.67
TOTALS	150	100.00
GRADE LEVEL		
Grade 11	78	53.12
Grade 12	72	46.88
TOTALS	150	100.00
NO. OF HOURS SPENT PLAYING THE ONLINE GAME		
1-3 hours	70	46.67
3-5 hours	52	34.67
5-7 hours	27	18.00
7-9 hours	1	0.66
TOTALS	150	100.00

Age. Table 1 revealed that the most number of respondents were 15-18 years old (50.66%; n=76), came next is 19-21 years old (40%, n=60), this was followed with 22-24 years old (6.67%, n=10), while 25 and above years old represent the smallest portion of the sample (2.67%, n=4).

Sex. The data showed that male respondents dominate having (63.33%; n=95) and female which has (36.67%; n=55) from 150 respondents.

Grade Level. The data disclosed that most respondents were on the grade 11 level having (53.12%; n=78), while grade 12 level (46.88%; n=72.

Number of Hours Spent Playing the Online Game. The data showed that most number of hours spent playing the online game by the respondents is 1-3 hours having (46.67%; n=70), next to it is 3-5 hours having (34.67%; n=52) while 7-9 hours represent the smallest portion of the sample (1 or 0.66%).

Reasons for Playing Online Games

Table 2 shows the frequency and percentage distribution on the possible reasons for playing online games as perceived by the respondents. This was rated by the senior high school students to determine the possible reasons for playing online games.

As shown in Table 2, the

Table 2

Frequency and Percentage Distribution on the Possible Reasons for Playing Online Games as Perceived by the Respondents

Conditions	Frequency	Percentage
Entertainment	24	16.00
Boredom	25	16.67
Stress Relief	29	19.34
Personal interest	44	29.33
Nakikisabay	17	11.33
Want to compete	3	2
I don't play online	6	4
I like playing it while my teacher is having a discussion	2	1.33
TOTAL	150	100.00

personal interest revealed as the high frequency (44 or 29.33%), came next is stress relief with the frequency (29 or 19.34 %), this was followed with boredom (25 or 16.67%), while I like playing it while my teacher is having a discussion represent the smallest portion of the sample (2 or 1.33%).

Effects When Addicted to Online Game Towards Academic Performance

Table 3 presents the frequency and percentage distribution on the effects of playing online games towards academic performance as perceived by the respondents. This was rated by the senior high school students to determine the effects of playing online games towards academic performance.

As manifested in Table 3, it showed that the majority of the students expressed that playing online games has adverse effects in their academic performance such as "I cannot focus on

Conditions	Frequency	Percentage
I cannot focus on my studies	62	41.33
I have a low grade	25	16.67
I cannot do my assignment	24	16.00
I am late in class	12	8.00
I am absent in class	17	11.33
I cannot do my project	10	6.67
TOTAL	150	100.00

my studies" having (41.33%; n=62), next is "I have a low grade" having (16.67%; n=25), "I cannot do my assignment" having (16%; n=24); "I am absent in class" having (11.33%; n=17), "I am late in class" having (8%; n=12) while "I cannot do my project is having a discussion represent the smallest portion of the sample (6.67%; n= 10).

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Stay Unique: A SIM on Enhancement of Academic Performance in Configuring Network Interface Card

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Introduction

Computer Systems Servicing (CSS) is one of the strands offered under Technical-Vocational Livelihood Track. Learners in this strand may obtain a National Certificate Level II (NC II), provided he/she passes the competency-based assessment of the Technical Education and Skills Development Authority (TESDA). Being an NCII holder in CSS is very useful for Senior High School Graduates because it can help them enter a job locally or internationally. According to the study of (Orbeta Jr et.al., 2018) on the Senior High School and the Labor market: Perspectives of Grade 12 Learners and the Human Resource officers' states that SHS graduates should have obtained NC from TESDA. Some employers expressed preference for applicants who have TESDA NC II, i.e., on housekeeping, welding, automotive, and other middle level skills. For them, the TESDA certificate guarantees actual experience and not just textbook knowledge. Thus, some schools in Leyte Division like Asuncion S. Melgar National High School, Palo National High School and Sta. Fe Stand-Alone Senior High School offers this strand to meet the demand of the society and to produce a globally competitive senior high school graduate.

During the batch 2018, out of 62 learners enrolled in Grade 12 CSS in Sta. Fe Stand-Alone Senior-High School only 31 learners successfully passed the National Assessment. Meanwhile, in 2019 only 15 passed the Assessment out of 59 enrolled learners. There was a decreasing number of NC II CSS passers for the past two consecutive years. Based on the interview results with the teacher handling the subject, Sir Emilio R. Suyom Jr., there was insufficient instructional material used during the teaching and learning process. Some of which are books, computers, modules, and Strategic Intervention Material.

Furthermore, the school based MPS in CSS Grade 11 class of Sta. Fe Stand-Alone Senior High School for the school year 2017-2018 Final Examination, the class got 49% only while for the Midterm Examination for the school year 2018-2019, the said class got 51% MPS. This result is very far from the standard MPS which is 75%. Results showed that one of the least learned skills was Configuring Network Interface Card (NIC) in accordance with the network design. Only half or 50% of the said class can perform the practical demonstration successfully. The performance standard and learning outcome would not be achieved if the learners failed to master the said competency. Based on the TESDA training regulations for CSS NC II, Configuring NIC is one of the core competencies that belongs to the "install and configure computer systems and networks". It is a pre-requisite competency that a learner must be proficient at. They cannot proceed to the succeeding core competencies if this competency is not mastered.

Based on the study of (Ventayin, 2018) entitled Level of Competency in Computer Systems Servicing of Teachers in one Town in Northern Luzon: A Needs

Assessment and Analysis showed that majority of the ICT coordinator of the primary and secondary schools are competent and expert in the field of Computer Systems Servicing, because high school ICT coordinators are the holder of National Certificate Level II in the field of computer systems servicing. It is concluded that teachers holding computer laboratory can sustain the need if the problems arise. Indeed, our teachers are competent when it comes to skills and education. As a proof of the results of SEAMEO member countries on the Stages of ICT Integration in Education, the Philippines belongs to the Infusing Level (Understanding how and when to use ICT & Facilitates learning) in terms of Professional Development for Teachers & School Leaders Education Dimension in ICT. The results showed that the teachers are equipped with training, knowledge, and expertise of the competencies in the curriculum. Only that this expertise would not be realized if there are lacking instructional materials to be used during the teaching learning process.

As classroom teachers, it is essential that we become conversant with the type of instructional materials, which can be used in any teaching/ learning situations (Samuel, 2009). Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and learners do not only extend the range of sense organs we use but also extend the range of materials used for convening the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message

transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners, instructional materials also facilitate the 'process' nature of communication. It can be gleaned in the above statements that instructional materials are very important in the delivery of the lesson. Learning will not take place in the absence of the said materials.

One of the instructional materials that can be used by the classroom teachers is the strategic intervention material. (Bunagan, 2012) revealed that a SIM is an instructional material provided to learners to help improve their knowledge on specific competencies which they did not develop during the regular class instruction. Further, (Barredo, n.d.) described SIM as an instructional material meant to re-teach the concept(s) and skill(s) that are least mastered and is crafted based on the least learned skill identified during the item analysis. It has five parts namely: (1) Guide Card, (2) Activity Card, (3) Assessment Card, (4) Enrichment Card, and (5) Reference Card. In the Guide Card, the learners were given a preview of what they should learn all throughout the end of the material. Activity Cards give at least three activities to address the skill in focus. Assessment Cards monitor learners' learning and use feedback about their progress. The Enrichment Card provides activities that reinforce and sharpen what they have learned. The Reference Card provides readings and illustrative examples that guide the learners as they work on the activities in the activity card.

There are available SIM that can be utilized by teachers. For example, Celestino I. Sapiler, Jr. of Baybay National High School developed the SIM in Computer Hardware Servicing to Learner's Academic Performance in Technology and Livelihood Education. The study was designed to determine the effectiveness of Strategic Intervention Material in Computer Hardware Servicing

to selected Baybay National High School Grade 7 learners' academic performance in Technology and Livelihood Education enrolled during the school year 2015-2016. Findings of the study showed that there was a significant difference between the pre-test and post-test results in TLE using the SIM. The SIM issued and tested to the learners was found effective because it has an improvement to the mastery of the learners as specified objectives in Technology and Livelihood Education Computer Hardware Servicing during the Second Grading Period for the school year 2015-2016. Findings of the study revealed that the performance and academic skills of the Grade 7- Emerald learners in Technology and Livelihood Education particularly in Computer Hardware Servicing had improved due to SIM (Sapiler, 2016). The work of Sapiler is one of the inspirations of this research. However, the focus of this study is on Computer Systems Servicing which is the TESDA newly amended version of Computer Hardware Servicing.

The teacher-researchers come up with the intervention namely "Stay Unique: A SIM on Enhancement of Academic Performance in Configuring Network Interface Card" as the Internet Protocol addresses of a computer are unique and with no duplication. It comprises activities aligned with three different subtasks: (1) Identify the IP Address Parts, (2) Formulate IP Address in accordance with Network Design, (3) Demonstrate the Procedures on Configuration of Network Interface Card. The SIM would help increase the academic performance of CSS learners in the Configuring NIC.

This research study was anchored on the teaching and learning theme reflected in the DepEd Order no. 39, series of 2016 entitled Adoption of the Basic Education Research Agenda. This covers the actors, activities, and fundamental aspects of teaching and learning in various contexts. Specifically, the research agenda looks into the strategies, best practices, and facilitating and hindering factors relative to five sub-

themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

Methodology

The explanatory-sequential mixed method design approach was used in the study. This design is the process of collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study (Ivankova, et al., 2006). The pre-test and post-test were employed. Scores from the different tests and different groups were recorded and compared and served as the quantitative data. These data were used to answer the research questions 1 to 3. To answer question 4, qualitative data was gathered. A questionnaire with an open-ended question that elicits the perceptions of the respondents towards the SIM was utilized. The question was constructed in such a way that the respondents can answer it freely, such as translating English to Filipino language. Thematic analysis was used in analyzing the qualitative data.

The respondents were the identified Grade 11 learners of Computer Systems Servicing strand enrolled at Sta. Fe Stand-Alone Senior High School SY 2019-2020 who got the low level of mastery in Configuring NIC. The teacher-researchers used purposive sampling in selecting the respondents. This sampling approach is a strategy where members of a sample are chosen with a purpose to represent a location or type in relation to the criterion (Ritchie et.al, 2003). The identified respondents were given consent with utmost confidentiality.

In the CSS curriculum guide, Configuring NIC competency was part of the Learning Outcome 2 which is Setting Network Configuration. It is a prerequisite competency that needs to be mastered so that they can proceed to the succeeding competencies. A 40- item pre-test and post-test was administered to the identified 20 respondents to measure the effectiveness of the SIM to their academic performance. The test was divided into two parts. Test I consists of a 20-item Practical Test while Test II comprises a 20-item written test. The researcher used NETRC level of mastery to categorize learners' level of mastery from absolutely no mastery to mastered.

The teacher-researchers administered the dry run of the test and SIM at Asuncion S. Melgar National High School, a school in Leyte Division that offered Computer System Servicing. Some adjustments were made based on the result of the activity.

The question that was used to answer the research question 4 was checked by the language expert of Sta. Fe Stand-Alone Senior High School. During the intervention the respondents of the experimental group received the SIM while the control group attended the regular class sessions.

Results and Discussion

This study aimed to determine the effect of SIM to the identified Grade 11- A & B CSS learners of Sta. Fe Stand-Alone Senior High School. The respondents were divided into two, (1) experimental group, those who received the intervention, (2) control group, those who were not given treatment. Below are the results of the study and discussion.

It may be gleaned from Table 2, the comparison between the level of pre-test and post-test performances of the control group and experimental group. There were ten (10) observations for each test. In the pre-test, the mean score was 7.30 with standard deviation of 2.359 while a mean of 8.80 and a standard deviation of 2.440 in the post-test, respectively. There was a 18.25% MPS in the pre-test and 22% in the post-test over forty (40) items which has a descriptive equivalent of "Low" based on the NETRC standard. It signifies that the respondents who did not receive the SIM garnered a small to no increase in the academic performance.

Table 2. Pre and post-test achievement level of the control group

Test	Frequency	Mean	Standard Deviation	MPS	Descriptive Equivalent
Pre-Test	10	7.30	2.359	18.25%	Low
Post-Test	10	8.80	2.440	22%	Low

Table 3 shows the descriptive statistics of the experimental group in the pre-test and post-test. This group received the SIM. They were isolated in a corner of the classroom in such a way that they would be able to focus on the activities given, every 10:00-11:00 a.m. for one week or 5 sessions. There were 10 observations in both tests. Data analysis revealed a mean of 10.00 and standard deviation of 2.667 for the pre-test while a mean of 26.10 and standard deviation of 1.969 for the post-test. The MPS obtained in pre-test was 25% equivalent to "Low" based on the NETRC standard. However, in the post-test the said group obtained a 65.25% MPS equivalent to "Average". It signifies that the use of SIM helped in the improvement of respondents' academic performance, which was supported by the study of Bunagan, 2012.

Table 3. Pre and post-test achievement level of the experimental group

Test	Frequency	Mean	Standard Deviation	MPS	Descriptive Equivalent
Pre-Test	10	10.00	2.667	25%	Low
Post-Test	10	26.10	1.969	65.25%	Average

Table 4 shows the result of the paired t-test for the control group. The mean difference is 1.50. At 95% level of confidence, the result of the t-test analysis revealed a 1.928 computed t-value which was lesser than the critical t-value, 2.262, it means that there was no significant difference between the pre-test and post-test. The p-value was 0.086 which was higher than the 0.05 level of significance which means the same. This was

computed by observing 9 degrees of freedom.

Table 4. T-test results of the pre-test & post-test of the control group

Mean Difference	Level of Confidence	p-value	Degrees of Freedom	Critical t-value	Computed t-value
1.50	95%	0.086	9	2.262	1.928

Meanwhile, table 5 shows the result of the paired t-test for the experimental group. A mean difference of 16.10 was recorded. At 95% level of confidence, the computed t-value which is 22.794 is greater than the critical t-value which is 2.262. The p-value is less than 0.05. Thus, there was a significant difference in the academic performance of learners in Configuring Network Interface Card between the pre-test and post-test in favor of the post-test in the experimental group. This was computed by observing 9 degrees of freedom, which was supported by the study of Celestino I. Sapiler, Jr. entitled "SIM in Computer Hardware Servicing to Learner's Academic Performance in Technology and Livelihood Education.

Table 5. T-test results of the pre-test & post-test of the experimental group

Mean Difference	Level of Confidence	p-value	Degrees of Freedom	Critical t-value	Computed t-value
16.10	95%	<0.05	9	2.262	22.794

Table 6 shows the result of the paired t-test of the post-tests for both groups. There was a mean difference of 17.30. At 95% level of confidence, the computed t-value was 20.187 greater than the critical t-value, which is 2.262. This is supported by the p-value which is less than 0.05 level of significance. This was computed by observing the 9 degrees of freedom. Thus, there was a significant difference on the respondent's academic performance in Configuring Network Interface Card between the control and experimental groups in the post tests which was in favor of the experimental group, which was supported by the aforementioned studies.

Table 6. T-test results of the post-test of the experimental group and control group

Mean Difference	Level of Confidence	p-value	Degrees of Freedom	Critical t-value	Computed t-value
17.30	95%	<0.05	9	2.262	20.187

Perceptions of the Respondents Towards the SIM

From the responses of the respondents, there were three major ideas that described the SIM. These are as follows.

Theme 1.

The SIM was **enjoyable**. The learners enjoyed the material because some of the features of Mobile Legends (colors, heroes and design) were added to the SIM. There were also stars to collect after finishing the stage. It somehow boosts the attention of the learner because they are like playing the game.

Theme 2.

The SIM was **challenging**. The competence of the skill is being measured in the material. The activities were contextualized in such a way that the learners can easily understand and answer the tasks.

Theme 3.

The SIM was **helpful**. The material really helps the learners in understanding the critical points in Configuring Network Interface Card like in the IP addressing and understanding the basics of Networking. It somehow improved the skill of the learner in the said competency.

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BSP Advancement Scheme: An Intervention to Address Learners' Absenteeism among Junior High School

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Introduction

Student absenteeism as a period of time when a student does not attend school, has become major and continuous problem among high school students in many countries. In this notion, Teasley (2004) have noted numerous risk factors that contribute to student absenteeism such as family health, low income, poor school climate, drug and alcohol use, transportation problems, and community attitudes towards education.

Because of absenteeism has a complex nature, the consequences of high level school absenteeism can be detrimental for students. In the other words, the absenteeism among high school students can lead to more negative effect such as low academic performance and many social problems. In regarding relationship between student absenteeism and academic achievement, Epstein and Sheldon (2002) stated that student with absenteeism miss opportunities to learn the material that enables them to succeed later in school and; fall behind their classmates in academic achievement. In this notion, previous studies has revealed that student absenteeism is related academic failure and academic performance (Adıgüzel & Karadaş, 2013; Altınkurt, 2008; Gottfried, 2009; Klem & Connell, 2004; Korir, Charo, Ogichi, & Thinguri, 2014; McCluskey, Bynum, & Putchin, 2004; Moonie, Streling, Figgs, & Castro, 2008; Nichols, 2003; Morrissey, Hutchison, & Winsler, 2014; Yakovlev & Kinney, 2008).

There are several measures practiced by different schools to address absenteeism. The study of Epstein, and Sheldon, (2002), suggests that schools may be able to increase student attendance in elementary school by implementing specific *family and community involvement activities*. Korir (2013) states that *offered free education for primary school and free tuition fee for secondary school* to solve the problem in absenteeism that leads to poor academic performance. Teasley (2004) mentioned *peer tutoring, mentoring,* as means in solving absenteeism and truancy among learners.

The researcher introduced new innovation to address learners' absenteeism and that is scouting. Scouting is the over-all arching of the holistic development of every individual. Learners introduced to the duties and responsibilities of scouting which is very helpful in dealing with their study. This will be beneficial for the learners to make them punctual not only for their lectures but also for their personal life and to show them outstanding performance in exams to become more excellent in the outcomes towards their future goals in life.

The founder, Lord Robert Stephenson Smyth Baden-Powel, instituted the advancement scheme in Scouting in acknowledgement of the young people's basic wants to explore, due to their curious nature, and fundamental desire for achievement and need for recognition. This acknowledgment and understanding of the Scout's nature is availed of as a primary motivation for the young people to accept the Scouting Ideals of selfless service as their own personal code of honor and ethics.

The pattern for achieving recognition is geared to the needs, aspiration, interest, and activities that appeal to the youth of Senior Scouting age and to the nature of the group whose opinion is important to them. The system involves a series of recognition for achievement within the framework of the program of the Senior Scout Section. And so, advancement in rank becomes the stimulus for effective program implementation and the symbol of achievement for participating in it.

Methodology

The study used quantitative research design with Quasi-Comparative approach. Participants of the study were selected learners of Junior High School who were involve in perennial absenteeism. The researcher has gathered data base on the monthly report of the advisers which is the School Form 2 (SF2) and or list of learners with Student-At-Risks of Dropping-Out (SARDO). In this, process the researcher could identify learners who constantly commit absenteeism and they will be the respondent/client of the intervention.

Data were analyzed using independent sample T-Test. It is an statistical technique that is used to analyze the mean comparison of two independent groups.

Results and Discussion

According to Mislia et. al (2016), scouting skills are material about scouting obtained by a scout member from the attended activities. These skills become the provision of practical knowledge that is ready to be used at any time. Mastery of these skills is adjusted to some things.

Results of the study revealed the important impact of scouting advancement scheme or scouting

activities to the learners who became part of the program in order for them productive in school and to their academic performance. For grade 7 learners, the increase of numbers of their grades with a mean score in post-test of 80.60 and these proves the effectiveness of the program because the learner where able to attend classes because of the responsibilities given to them in every day basis. Guidelines for implementation of character education in schools (the ministry of education and training, 2011) explains that in the implementation of character education through Scout program, there are some factors that play a role and support the effectiveness of the implementation of character education. They are students, scoutmaster competencies, teacher supports, infrastructure, financing, parental support, and the role of coaches.

Furthermore, Grade 8 tells us the outcome of the learners who committed perennial absenteeism and were not given the intervention. Results of the study reveals that learners belong in the controlled group/without intervention was not able increase their grades more compared to Grade 7 with mean score in post-test of 76.60 which the same score with their pre-test. Therefore, applying the intervention would probably help these learners improve their academic performance.

Reflection/s

A. Learners with academic problem given proper intervention could really result to positive impact to its academic performance;
B. Implementing new and unique intervention could help a child self-worth, as well as their academic understanding; and
C. In scouting, we learn how to make good choices and to take responsibility for their actions so that they are prepared for their adult life as independent persons.

Recommendation/s

A. School must institutionalize the use of scouting as intervention to all learners who needs help in terms of academic, socialization and camaraderie.
B. Include scouting activities in classroom setting;
C. Scouting instill character, citizenship, personal fitness, and leadership in boys through structured program of outdoor activities.

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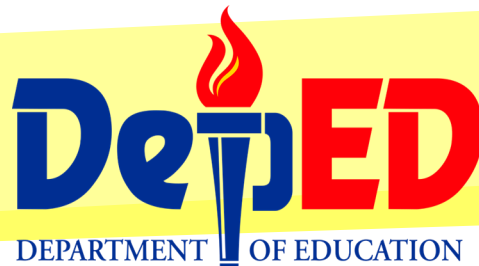
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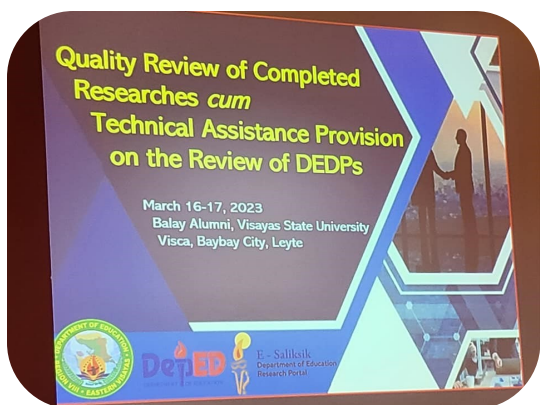
Research

Regional Research Activities