Effectiveness Of Technology-Based Science Self-Learning Kit (TBSSLK) to the Performance of The Grade 9 Students in Science and Technology

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Abstract — This study aimed to determine the effectiveness of the Technology Based self-learning kit to the performance of the Grade 9 students in Science and Technology. The findings of the study were the bases for a Proposed enhancement Plan. The study utilized random Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 9 in Science and Technology for both in the 2 groups. Table 3 presents the test difference between the scores in the pre-test and post-test of Grade 9 learners in Science and technology in two groups. It was revealed on the table that the two groups differs on the results where Grade 9 Section A have the pretest performance or results which is equal to 11.22 which is usually can be gleaned that there is a big difference between the 2 pretest results as well as the posttest with the 36.64 which is much higher compared to the pretest which resulted to the computed t value which is equal to 1.314 and found out that it was higher than the critical t value of 0.931 so the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration or utilization of the learning was rejected. In Section B having the pretest performance or results which is equal to 12.81 which is usually can be gleaned that that there are big difference between the 2 pretest results as well as the posttest with the 32.69 which is much higher compared to the pretest which resulted to the computed t value which is equal to 1.144 and found out that it was higher than the critical t value of 0.931 so the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration or utilization of the learning was rejected. This means that there is a significant difference between the scores in the pre-test and post-test. This implies that with the use of the technology-based science learning kit by the learners, they were able to understand the concepts, attainment of the objective is visible which helps improve the performance of the Grade 9 students during the delivery of the lessons. Specially today that majority of our learners really exposed to the different multimedia platforms which means all their learning or majority of their learnings are just surrounded with all those things that they have observed in the internet or they are more motivated of when they are utilizing the technology in

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learning the different lessons. Table 4 presents the test of difference between the scores in the post-tests of Grade 9 learners in Science and Technology in Two Groups. It is stated above the test scores of Section A having the posttest performance which is 36.64 is almost equal to the results of that in Section B having the equivalent posttest performance of 32.69 which can be notified in a glance that the difference between the 2 is almost or nearly negligible that resulted to a computed t value which is equal to 0.910 and found out also that it is lesser than the critical t value I of 1.033 so the hypothesis which states that there is no significant difference between the posttest performance of the 2 groups after the integration of the learning kit is accepted and the decision is failed to reject the hypothesis or interpreted as not significant.

The results in table 4 regarding the posttest performance and its difference between the 2 groups of the grade 9 learners in learning the different learning competencies in Science and technology is quite effective, why? Because the learners for both of the groups are learning on the same directions in other words, when the time that the learners are really exposing to the different learning materials which were connected to the self-learning kit, all of them gained excellent or very good performance as shown in the pretest and posttest results for both of the 2 groups. Moreover, the utilization of the learning kit on the delivery of the different learning competencies are significantly effective because it really helps the learners to learn better compared to the traditional way of delivering the lessons. Furthermore, creating new strategies in dealing with the teaching and learning process specially to the challenging subject which is science, it is really important to create new opportunities to the learners in order for them to be motivated and eager to learn new things than to those strategies that could make them dull and no enough eagerness to learn things on their own.

Keywords — Effectiveness, Technology-Based Self-Learning Kit, Performance, Grade 9 Pupils, Science and Technology

I. Introduction

One of DepEd's drive to attain its goal of having competent learners is inculcating them the skills for the 21st century. This can be achieved by letting them adapt and be engage into the world of technology. In line with this, educators are mandated on the use of technology in education.

Teachers are tasked to integrate ICT in their classes. This will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. Teachers should use ICT to introduce, reinforce, extend, enrich, assess, and remediate student mastery of curricular targets. This helps meet such increased performance, by providing learners the access to more and better educational content, aid in routine administrative tasks, provide models and simulations of effective teaching practices, and enable learner support

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networks, both in face to face and even distance learning. It was proven that ICT integration has a great effectiveness for both teachers and the learners.

Teaching aims to channel learning effectively. In this purpose, instructional materials also known as teaching/ learning materials or resources are important. These are items used by teachers to facilitate them in delivering information aspect of teaching. Traditionally, teachers utilize resources such as textbooks, reference books, lesson plans, workbooks, flashcards, charts, and the likes. However, in the past few years, teaching and learning process evolved in the advent of technology.

In the evolution towards a digital society, learners become digitally attracted as well. They are greatly influenced by technology in such a way that traditional education no longer makes learning meaningful to them. This attraction to technology, as observed was not properly managed, altered the performance of the learners especially in Science and Mathematics. Due to the difficulty of these subject matters, learners hardly grasp the meaning of an information without consistency in learning them. Consistency that means learning anywhere in any circumstances using most of their senses.

To cope up with this educational gap, teachers should adopt new tools in teaching. In order to inculcate 21st century skills into our learners, we must as well use a strategy patterned with the current situation. In this context, a certain technology-based learning kit is highly suited. A technology-based learning kit is effective to make it easier for students to learn and understand the subject matter. Through this kit, learners have the opportunity to be more creative and learn things easier in different ways.

Learning is most effective and efficient when interaction is maximized. This aspect has been hampered during the time of pandemic. The process totally changed when learners are not allowed to attend face-to-face classes. During this time, educators adopted asynchronous and synchronous learning. This allows learning to occur on a certain timeframe through utilization of certain learning materials. These types of learning are supposed to be effective if the materials where properly planned and prepared, and accessible. Only if the learning materials are well suited to diverse learners and current situations. However, it appeared that during that time, teachers are not prepared so do with the learners. Learning resources becomes limited especially to areas without stable internet connectivity. Online classes are impossible to hold and learning materials are only printed modules. There is no other way that learning experience could be supplemented. Interaction is limited which pose the major drawback in our education.

The usefulness of the availability and a well-organized varied teaching material is not only seen during the pandemic. In fact, one of the problems in fac-to-face classes is the use of IMs in order to get the participation and interest of the learner towards the lesson. It was observed that learners lack retention when not properly motivated and engaged in the class which can be attained by providing them varied teaching materials.

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With the aforementioned details, the researcher wanted to know whether the Technology-based Science self-learning kit (TBSSLK) is helpful to the learners to improve their skills or academic performance in Technology and Home Economics different learning competencies in the second grading period.

This study aimed to determine the Effectiveness of Technology-based self-learning kit (TBSLK) to the performance of the Grade 9 students in Science and Technology particularly in the 4th grading period in Pastor Salazar National High School in the District of Tabango in the Division of Leyte. The findings of the study serve as a basis for a proposed enhancement plan.

Specifically, this study sought to answer the following questions.

1. What is the performance of the Grade 9 students in Science and Technology before the implementation of the Technology-based Self-Learning Kit (TBSLK) in Science and Technology?
2. What is the performance of the Grade 9 students in Science and Technology after the implementation of the Technology-based Self-Learning Kit (TBSLK) in Science and Technology?
3. Is there a significant difference in the performances of the Grade 9 students in Science and Technology before and after the implementation of the TBSSLK?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

Ho1.: There is no significant difference in the pretest and posttest performances of the Grade 9 students in Science and Technology before and after the implementation of the TBSSLK?

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Technology Based s self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students particularly in the 4th grading period During The full Face to Face Class implementation in the delivery of the most essential learning competencies in 4th grading period. The main local of the study is the Pastor Salazar National High School which is located under the Tabango District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 9 pupils who were experienced the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in Science

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Technology particularly in the 4th grading period to The Performance of The Grade 9 Learners In S&T During The full Face to Face Class implementation. The different assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in Science. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in the Technology and Livelihood Economics was then embedded with the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in S & T particularly in the 4th grading period were undertaken in order to validate their performances before and after the implementation of the inclusion of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9.. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 9 learners before the implementation of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in S & T particularly in the 4th grading period, The Posttest performance of the Grade 6 pupils after the implementation of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion. The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 9 learners.

Sampling. There are 72 total of respondents who are included in the study. 30 respondents of the study were Control group and 42 were belong to the 2 group. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 9 learners inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the Quasi-experimental research design that was used before and after the integration of the study. The Technology Based self-learning kit (TBSLK) in Science and Technology as well as the test questionnaire are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Technology Based self-learning kit (TBSLK) in Science and Technology from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 4th grading period. The test questions were used before the inclusion of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in Science and Technology particularly in the 4th grading period were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 4th grading period, posttest was given to the grade 9 learners with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the

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intervention together with the different inclusion of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in S & T particularly in the 4th grading period which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public-School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of inclusion of the Effectiveness of Technology Based self-learning kit (TBSLK) in Science and Technology to the performance of the Grade 9 students in Science and Technology particularly in the 4th grading period are the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

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III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 9 STUDENTS IN SCIENCE AND TECHNOLGY

Score Range	Description	SECTION A		SECTION B	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	0	0
25-32	Very Good	0	0	0	0
17-24	Good	3	8	3	8
9-16	Fair	29	81	32	89
1-8	Poor	4	11	1	3
Total		36	100	36	100
Weighted Mean		**11.22**	**Fair**	**12.81**	**Fair**

Table 1 shows the pre-test performance of Grade 9 learners in Science and Technology before the integration of Technology-based Science Self-Learning Kit (TBSSLK). Table 1 giving us the idea on the performance of the grade 9 students before the specific intervention to be given to the pupils. Based on the table above, from the descriptive performance which is excellent with a score ranging from 33-40 both Section A and Section B there will be none of the Grade 9 students achieved this level. In the very good level, with a score ranging from 25-32, none or zero percentage of the Grade 9 students achieved this level, form the level of performance of good, with a score ranging from 17-24 both Section A & B, only 3 out of 36 students or 8% from the total population achieved this level. Fair level of performance with a score ranging from 9-16, there were 29 out of 36 or 81% of the students got this level from Section A and 32 students out of 36 or 89% from Section B achieved this level. Both sections got the level of performance with a description of fair.

The results in table 1 presented the pre-test performance of Grade 9 learners in Science and Technology before the integration of Technology-Based Science Self-Learning Kit (TBSSLK). The pre-test results implied that the Grade 9 students who are the respondents of the study are showing fair in the level of performance in Science and Technology subject. In this time of the delivery, the learners are not yet exposed to the integration of the Technology-Based Science Self-Learning Kit (TBSSLK). This is a manifestation that Grade 9 students needs an integration in order for them to be guided to improve their performance in the Science and Technology. Learners tried their best in answering the pre-test but it resulted to fair level of performance. With that, the teacher needs to introduce the Technology-Based Science Self-Learning Kit to compare the performance bot pre-test and post-test or before and after integration the intervention or strategy.

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TABLE 2
POST TEST PERFORMANCE OF GRADE 9 STUDENTS IN SCIENCE AND TECHNOLOGY

Score Range	Description	SECTION A		SECTION B	
		Frequency	%	Frequency	%
33-40	Excellent	31	86	14	39
25-32	Very Good	5	14	21	58
17-24	Good	0	0	1	3
9-16	Fair	0	0	0	0
1-8	Poor	0	0	0	0
Total		36	100	36	100
Weighted Mean		**36.64**	**Excellent**	**32.69**	**Excellent**

Table 2 shows post-test performance of Grade 9 learners in Science and Technology after the integration of the Technology-Based Science Self-Learning Kit (TBSSLK). This results in table 2 was based from the performances gained of both 2 sections which caters the needs of the learners using different teaching strategies that were embedded during the delivery of the lessons in Science and Technology.

In Section A, the results show that in the Excellent level with the scores ranging from 33-40, it can be shown that majority of the learners or respondents being tested is belong to this level where 31 respondents have gained highest level of performance or it has an equivalent percentage of 86 percent out of the 36 total number of respondents being tested or validated. On the other hand, in the very good level of performance which is considered as the 2nd to the highest level of performance when it comes to academic performances of the learners it was found out that there are 5 learners gained in this level of performance or having the equivalent percentage of 14 percent. It can be gleaned also in the table 2 that the 3 remaining levels of performances with the different score levels ranging from 17-24 which is assigned in the good level of performance, 9-16 which is assigned in the fair level of performance and lastly 1-8 scores which is assigned in the poor level of performance respectively. The three level of performances assigned for the Grade 9 learners has no bearing to them considering that among from the 36 total number of respondents, none from them got among from the 3 levels of performances. In Section B, the results shows that in the Excellent level with the scores ranging from 33-40, it can be notified that 2nd to the majority of the learners or respondents being tested is belong to this level where 14 respondents have gained highest level of performance or it has an equivalent percentage of 39 percent out of the 36 total number of respondents being tested or validated. It was also shown that all of the respondents when it comes to their test performance was distributed almost evenly. On the other hand, in the very good level of performance which is considered as the 2nd to the highest level of performance

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when it comes to academic performances of the learners it was found out that there are 21 learners gained in this level of performance or having the equivalent percentage of 14 percent. It is said to be the dominant level of performance compared to other learning performance level being described in this study. It can be gleaned also in the table 2 that the 3 remaining levels of performances with the different score levels ranging from 17-24 which is assigned in the good level of performance has almost negligible when it comes to the number of respondents presents in this level of performance having only 1 respondent or 3 percent only. 9-16 which is assigned in the fair level of performance and lastly 1-8 scores which is assigned in the poor level of performance respectively. The two level of performances assigned for the Grade 9 learners has no respondents belong to these levels of performances or 0 percent.

The results in table 2 which focuses on the post-test performance of the Grade 9 pupils in Science and Technology with the technology-based science learning kit has the following implication identified. This implies that the performance of the Grade 9 students both in section A and B using the different learning technique or strategies are really helpful in improving the learners performances considering that even if the other group is having different learning experiences to the experimental group, still they were able to cope up all the learning competencies that they really need learn in the fourth grading period which means both the teaching strategies utilized by the teacher are significantly effective in improving the performance of the learners may it be using the traditional way of teaching or using the Technology-based Science Learning Kit.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 9 STUDENTS IN SCIENCE AND TECHNOLOGY IN TWO GROUPS

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 9 Learners Section A	Pre Post	11.22 36.64	1.314	0.931	Reject Ho	Significant
Grade 9 Learners Section B	Pre Post	12.81 32.69	1.144	0.931	Reject Ho	Significant

Table 3 presents the test difference between the scores in the pre-test and post-test of Grade 9 learners in Science and technology in two groups. It was revealed on the table that the two groups differs on the results where Grade 9 Section A have the pretest performance or results which is equal to 11.22 which is usually can be gleaned that that there are big difference between the 2 pretest results as well as the posttest with the 36.64 which is much higher compared to the pretest which resulted to the computed t value which is equal to 1.314 and found out that it was higher than the critical t value of 0.931 so the hypothesis which states that there is no significant difference

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between the pretest and posttest performance before and after the integration or utilization of the learning rejected. In Section B having the pretest performance or results which is equal to 12.81 which is usually can be gleaned that that there are big difference between the 2 pretest results as well as the posttest with the 32.69 which is much higher compared to the pretest which resulted to the computed t value which is equal to 1.144 and found out that it was higher than the critical t value of 0.931 so the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration or utilization of the learning rejected.

This means that there is a significant difference between the scores in the pre-test and post-test. This implies that with the use of the technology-based science kit by the learners, learners were able to understand the concepts, attainment of the objective is visible which helps improve the performance of the Grade 9 students during the delivery of the lessons. Specially today that majority of our learners really exposed to the different multimedia platforms which means all their learning or majority of their learnings are just surround with all those things that they have observed in the internet or they are more motivated of they are utilizing the technology in learning the different lessons.

Table 4

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE POST-TEST OF GRADE 9 STUDENTS IN SCIENCE AND TECHNOLOGY IN TWO GROUPS

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 9 Learners	Section A Section B	36.64 32.69	0.910	1.033	Failed to Reject Ho	Not Significant

Table 4 presents the test of difference between the scores in the post-tests of Grade 9 learners in Science and Technology in Two Groups. it stated above the test scores of Section A having the posttest performance which is 36.64 is almost equal to the results of that in Section B having the equivalent posttest performance of 32.69 which can be notified in a glance that the difference between the 2 is almost or nearly negligible that resulted to a computed t value which is equal to 0.910 and found out also that it is lesser than the critical t value I of 1.033 so the hypothesis which states that there is no significant difference between the posttest performance of the 2 groups after the integration of the learning kit is accepted and the decision is failed to reject the hypothesis or interpreted as not significant.

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The results in table 4 regarding the posttest performance and its difference between the 2 groups of the grade 9 learners in learning the different learning competencies in Science and technology is quite effective, why? Because the learners for both of the groups are learning on the same directions in other words, when the time that the learners are really exposing to the different learning materials which were connected to the self-learning kit all of them gained excellent or very good performance as shown in the pretest and posttest results for both of the 2 groups. Moreover, the utilization of the learning kit on the delivery of the different learning competencies are significantly effective because it really helps the learners to learn better compared to the traditional way of delivering the lessons. Furthermore, creating new strategies in dealing with the teaching and learning process specially to the challenging subject which is science, it is really important to create new opportunities to the learners in order for them to be motivated and eager to learn new things than to those strategies that could make them dull and no enough eagerness to learn things on their own.

IV. Conclusion

Based from the results of the study, the Technology Based Self Learning Kit (TBSLK) is significantly effective in improving the performance of the Grade 9 learners in Science and Technology Because the learners for both of the groups are learning on the same directions in other words, when the time that the learners are really exposing to the different learning materials which were connected to the self-learning kit all of them gained excellent or very good performance as shown in the pretest and posttest results for both of the 2 groups. Moreover, the utilization of the learning kit on the delivery of the different learning competencies are significantly effective because it really helps the learners to learn better compared to the traditional way of delivering the lessons.

V. Recommendations

1. The proposed enhancement plan should be used.
2. Supervisors and Administrators should initiate trainings and workshops may it be f2f or in virtual platforms on how to develop Technology-Based Science Learning Kit and other subjects to be taken by the learners in all grade levels.
3. School Heads should encourage teachers in all subject areas to develop Technology-Based Science Learning Kit handled in every competency that were not mastered by the learners.
4. Teachers should develop Technology-Based Science Learning Kit in every least learned competency every quarter.

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5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the performance of Grade 9 students.

6. In order to maintain the performance of the students in using the technology-Based Science Learning Kit, the School Head should monitor the utilization and crafting Technology-Based Science Learning Kit.

7. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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AUTHOR'S PROFILE

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The author is born on March 29, 1995 at Tabing, Tabango, Leyte, Philippines. He finished his Bachelor's degree in Secondary Education major in Mathematics at Palompon Institute of Technology –Tabango Campus. During his college days, he was the president of the organization of education students, the Educators' Praxis and an officer of the school's Mathematics Club. His experiences in college and out of school life inspires him to aim for a greater height. He is now finishing his Masters of Education major in Administration and Supervision at Western Leyte College of Ormoc.

He is currently a Teacher I in the Department of Education handling junior high school Science subjects and Grade 12 ABM at Pastor Salazar National High School, Tabing, Tabango, Leyte, Philippines. He is the School Monitoring, Evaluation and Adjustment (SMEA) and School Disaster Risk Reduction Management (DRRM) coordinator. He works with a good and harmonious relationship with his colleagues, parents and students. He believes that leading is a choice and becoming a leader is a privilege.

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