



BOARD GAMES TO KILL BOREDOM: AN INTERVENTION IN PREVENTING AFTERNOON CUTTING CLASSES DURING THE IN-PERSON CLASSES

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Completed 2023



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


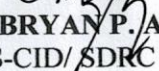
Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF ILIGAN CITY

APPROVAL SHEET

This full-blown research paper entitled **“Board Games To Kill Boredom: An Intervention in Preventing Afternoon Cutting Classes During the In-Person Classes”** prepared and submitted by **Jonathan R. Paler** of **Tomas Cabili National High School** has been reviewed/evaluated and recommended for acceptance and approval.


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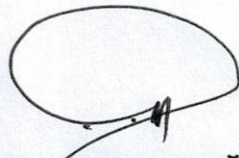

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Abstract

Pandemic in the Philippines is currently in control. In-person classes are implemented by the Department of Education since the school year 2022-2023. However, the researcher observed in his advisory class that afternoon cutting classes became an emerging problem. During long lunch break learners have more free time before their first period afternoon classes. Out of boredom, they usually strolled and played outside their classroom and without knowing their first period afternoon class started and they missed attending it. The intervention of the researcher in answering the problem stated above was an activity that presumably killed the boredom of the learners and kept them inside their classroom during lunch break. The researcher came up in using various board games such as chess, dama, snake and ladder, scrabble, dart, and playing cards. Several scientific studies revealed that these board games are entertaining – kills boredom and yet enhanced the analytical and problem-solving skills of the players. From the result of the study, there was a decrease by 63.16% of frequency of occurrence of cutting-classes among the participants from the months before to the months after the implementation of the intervention. Furthermore, the study resulted a significant difference between the months before and after the implementation of the intervention of t-value 3.300 at p-value of $0.001 < 0.05$. This indicated that the utilization of board games during lunch break kills boredom and prevents afternoon cutting-classes.

Keywords: *Cutting Classes, Board Games, Boredom, Intervention*

Acknowledgement

In prayerful appreciation, the researcher would like to express his deep gratitude to the following individuals for their invaluable assistance, professional supervision, encouragement, and moral support in completing this study.

To Sir Bernie F. Lubguban, School Principal of Tomas Cabili National High School for his invaluable supervision and suggestions, which greatly helped the researcher in completing this research;

To the panel members during the action research proposal, Dr. Teresita B. Sambo, and Dr. Michael John R. Daub, for their constructive criticism, intellectual insights, scholarly remarks and valuable ideas, which resulted in the refinement of this study;

To Ma'am Gillian E. Amba, District Action Research Coordinator and Sir Sheim Daniel G. Nijaga, School Action Research Coordinator, for facilitating orientation and providing guidance, expert advice, and aid with the study;

To his colleagues at Tomas Cabili National high School for their encouragement and enthusiasm;

To his family and friends who were always there, offering moral support and encouraging words to keep going;

And, most importantly, to the Almighty God, the source of all things, for His infinite kindness, love, protection, and guidance, which gave the researcher the courage, vitality, and perseverance to keep going.

JRP

I. Context and Rationale

The pandemic in the Philippines is currently in control. Most Filipinos are vaccinated and are given double booster shots against the COVID-19 virus. The cases of daily infection and death are in downward trend, and the country is experiencing hospital trifling capacity (WHO Report, 2022).

In a press release by the Department of Education, entitled “DepEd releases guidelines for School Year 2022-2023,” blended modality of learning delivery is implemented by the Department of Education for the school year 2022-2023. Blended modality is a combination of face to face or in-person classes and other mode delivery like on-line and printed/ electronic module.

However, the researcher observed that in his advisory class, as in-person classes is implemented, cutting classes among his learners is now an emerging problem. Although, the problem is not that numerous and alarming, however, as the saying goes, an ounce of prevention is better than cure. The researcher does not want to escalate the problem and eventually be out of control.

Cutting classes is one of the perennial problems among classroom advisers before the pandemic (Chavez, 2019). Cutting class or cutting from school is the act of deliberately not going to a class that a learner should go to (Macmillan Dictionary, nd).

The researcher observed in his advisory class that cutting classes occurs usually after lunch break. Lunch break is one (1) hour. Eating lunch can be done in less than 15 minutes. Some of the learners took their lunch inside the classroom while some opted to lunch out either in their respective homes or nearby “carenderias.” Those who ate inside the classroom did lots of things after they took their lunch. Some of these learners, took a nap, some did their assignments and projects, while some opted to leave their classroom out of boredom.

The researcher further observed, there are school days that learners do not have assignments and projects. There are times too, that they do not feel tired to take a lunch break nap. Nothing else to do, the learners felt bored.

Moreover, those learners who do nothing after eating their lunch were tempted to go out with their classmates and/ or “barkadas” from other section. Knowing they have more free time before the first period class in the afternoon, they usually stroll around the campus and/ or outside the campus like playing basketball in nearby barangay playground/ court or going to a nearby convenient store.

The learners enjoyed so much of their lunch break as free time playing and strolling inside and/ or outside the campus. They lost track of time, and without knowing, the first period class started. Thinking that they will be scolded by their first period subject teacher for they came in late, they opted not to attend the first period class and, the worst they opted not to attend all afternoon classes. Thus, cutting classes came in.

The researcher realized that an intervention should be treated to cater this problem. It is important that learners should attend all their classes from beginning of the first subject in the morning until the last subject in the afternoon. As class adviser, the researcher has to make a drastic move to keep his advisory class stay in their classroom.

DepEd Order 39, s. 2016 also known as Adoption of the Basic Education Research Agenda, stated that the Department of Education is a learner-centered public institution and will continuously improve itself to better serve their number one stakeholder – the learners. With that premise and as part of the Department of Education, the researcher is committed to continuously improve the child protection process. Thus, through this action research, he will try to investigate the efficacy of board games as an intervention to prevent cutting classes in his advisory class as in-person classes are implemented by the Department of Education.

II. Innovation, Intervention and Strategy

The intervention in answering on the emerging problem of afternoon cutting-classes should be an activity that would kill the boredom of the learners during lunch break. It should be an activity that will keep the learners inside the classroom during lunch break and may not be tempted to go out and eventually be late in coming back and missed their afternoon classes. It should be something cost-effective – affordable, entertaining, and educational.



Fig 1. Sample board games

Board games are tabletop games that typically use pieces. These pieces are moved or placed on a pre-marked board and often include elements of table, card, role-playing, and miniatures games as well (Pritchard, 2008).

Board games are entertaining, easy to use and are affordable. Board games are widely available and can be purchased anywhere. Learners enjoyed playing board games and because of that they may not see the time flies. Board games are educational and can enhance analytical skills (Essop, et.al, 2018).

The researcher proposed various board games: Chess, Checkers (Dama), Scrabble, playing cards, and snake and ladder. The participants were entertained by these bored

games and at the same time will improve their analytical and problem-solving skills.

Chess is a board game between two players. It is sometimes called international chess or Western chess to distinguish it from related games, such as xiangqi (Chinese chess) and shogi (Japanese chess). The current form of the game emerged in Spain and the rest of Southern Europe. Chess is an abstract strategy game and involves no hidden information. It is played on a chessboard with 64 squares arranged in an eight-by-eight grid. At the start, each player controls sixteen pieces: one king, one queen, two rooks, two bishops, two knights, and eight pawns (Pritchard, 2008).

Checkers (Dama), also known as draughts, is a group of strategy games for two players which involve diagonal moves of uniform game pieces and mandatory captures by jumping over opponent pieces. Checkers is developed from alquerque. The term "checkers" derives from the checkered board which the game is played on, whereas "draughts" derives from the verb "to draw" or "to move" (Strutt, 1801).

Scrabble is a word game in which two to four players score points by placing tiles, each bearing a single letter, onto a game board divided into a 15×15 grid of squares. The tiles must form words that, in crossword fashion, read left to right in rows or downward in columns and are included in a standard dictionary or lexicon (history.com, 2023).

Sternhalma, commonly known as Chinese checkers (U.S. and Canadian spelling) or Chinese chequers (UK spelling), is a strategy board game of German origin that can be played by two, three, four, or six people, playing individually or with partners. The game is a modern and simplified variation of the game Halma (Bell, 2008).

A playing card is a piece of specially prepared card stock, heavy paper, thin cardboard, plastic-coated paper, cotton-paper blend, or thin plastic that is marked with distinguishing motifs. Often the front (face) and back of each card has a finish to make handling easier (Pang, 2015).

III. Action Research Questions

This action research aimed to keep the learners inside their classroom during their lunch break. This further aimed to prevent the learners from cutting or missing their afternoon classes.

Specifically, the study sought answers to the following questions:

1. What is the frequency of occurrence of cutting-classes among participants before and after utilizing the board games?
2. Is there a significant difference between the mean number of cutting-classes occurrences of the participants before and during utilizing the board games?

IV. Action Research Methods

a. Participants and/or other sources of data and information

The participants of the study were Grade 12 learners who were taking Computer System Servicing NCII in the TVL track of Tomas Cabili National High School, in the school year 2023-2024. There were forty-seven (47) learners in the class on which twenty-six (26) are male and twenty-one (21) are female.

This class was chosen in the study for when the learners of this class were still in Grade 11, the researcher personally observed, being their specialized subject teacher in Computer System Servicing then, that cutting-classes and absenteeism were prominent. By the time these learners were in Grade 12, they were the advisory class of the researcher and still it was observed the occurrence of cutting-classes and absenteeism.

The whole class was under study – consensus. However, the researcher only gathered data on the frequency of occurrences of cutting-classes of the participants one (1) month prior of the implementation of the intervention which is in the month of October as well as the mean number of cutting classes occurrences of the participants one (1) month

during the implementation of the intervention which is in the month of November on the school year 2023-2024.

The researcher used secondary data. There were no survey questions, pretest/posttest and other instruments that directly gather data from the participants.

The researcher only used the DepEd School Form 2 (SF2) or Daily Attendance Report of Learners for the months of October and November. This DepEd school form does not only provide the daily attendance of the learners in the class for the month but also reflects late comers or tardiness in class or session as well as learners doing cutting or skipped classes. Attached in the Index is the DepEd School Form 2 (SF2) of the class in the months of October and November.

The participants have a class beadle that conscientiously checked the attendance in every class period. The class practices seating arrangement wherein the class beadle will just look on vacant seats. Vacant seats pertains either the learner is absent, late or having cutting class. Seating arrangement also helps in disciplining and preventing learners who goes anywhere aside from the seat assigned to him or her thus also preventing disturbance to other classmates.

The researcher utilized the frequency of occurrences of afternoon cutting classes on the months before and after the treatment of the intervention. It was simple sources of data and information. Also, the researcher used Paired T-Test Statistical Tool, to determine the significant difference between the months before and after the treatment of the intervention. With that, it can determine the efficacy of the intervention on whether it helps to prevent afternoon cutting classes.

b. Data Gathering Methods

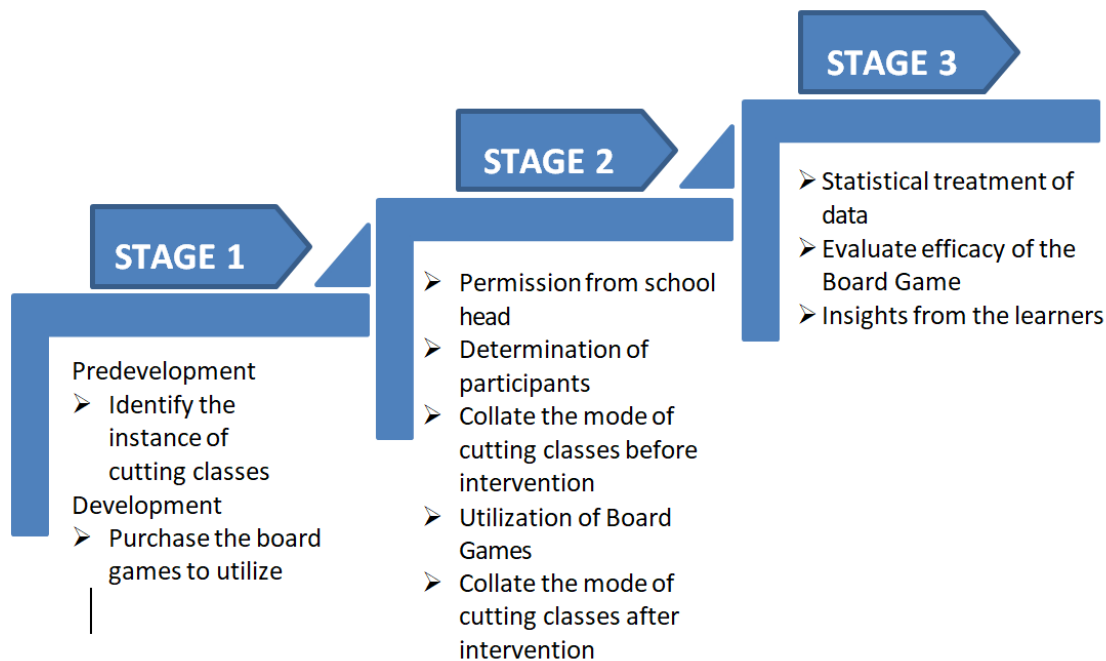


Figure 2. Diagram indicating the steps in gathering data

In the gathering of data, the method was divided in 3 stages. Stage 1 was further divided into 2 sub-stages – the predevelopment and development of the intervention. Stage 2 is the implementation of the intervention. Stage 3 is the analysis, evaluation of the data.

In Stage 1, the predevelopment sub-stage was the basis for the use of Board Games as an intervention in preventing afternoon cutting classes. The researcher identified the instance of cutting classes. In this stage, the researcher meticulously observed the time when the learners commonly are having cutting-classes. In identifying the usual timings of cutting classes, the researcher came up with the presumption through thorough analysis and personal observation.

The second sub-stage which is the development was the purchase of the board games utilized. However, prior to the purchase was identifying the kind or type of board games. The basis for the researcher in purchasing was the availability of the board games

in the city and the familiarity of the board games among the participants. Familiarity means that the board games are popularly used by the participants. The rules and mechanics in playing the board games are common among the general participants. In doing so, the researcher conducted a survey among the participants on what particular board games they are familiar, had use and interested to play with.

By the aid of the AdAs or Administrative Assistant of the school, the researcher was able to canvass and purchased the board games in the procedure the Department of Education legally practiced. The AdAs provided the DepEd form for the canvass, helped the researcher in the preparation of other forms as well as another DepEd form for the purchase. The researcher was able to purchased # of chess board, which can also be used for dama, # of scrabble, # of playing cards, # of dart boards with pins, and # of snake and ladder.

Stage 2 was commenced with the permission to conduct the study which was obtained from the Office of the School Principal, through a letter made by the researcher.

Upon the approval of the school head, the researcher approached the Grade 12-Computer System Servicing class for the conduct of the study. The study was consensus meaning the whole class was the participant.

The researcher retrieved the School Form 2 (SF2) of the class for the month of October from the Guidance Office. This is to determine the reported mode or number of occurrences of afternoon cutting classes among each participant for the month before the treatment of the proposed intervention. This data will measure and ensure on the existence of the problem.

Then the researcher personally informed the whole class that during lunch break, they may use the board games stored on the rack. The class officers, spearheaded by their class president, facilitate in the borrowing, monitoring, and inventory of the board games.

A system was organized to ensure the proper safekeeping of the board games.

During lunch break, after the participants took their lunch, the whole class was allowed to use and play the board games. They were left alone in playing the board games until their afternoon first period class. For the whole month of November, the participants utilized the intervention. At the same time, the class beadle monitors the attendance for the afternoon classes.

After a month, the class adviser, who is also the researcher, retrieved the attendance, tardiness and cutting-class information from the class beadle. Then the researcher prepared the School Form 2 (SF2) for the month of November. After the researcher finalized the School Form 2 (SF2), the researcher recorded the average mode or number of occurrences of afternoon cutting classes in each participant. and were treated with statistical tool. After which, a concept was synthesized to further understand on the possible significant difference between the mode of cutting classes before and during the utilization of the intervention. In doing so, the researcher was able to make conclusion on the utilization of board games as an effective intervention in the prevention of afternoon cutting classes. Data was also coming from the insights of the learners as they were the participants of the study.

The last stage or stage 3 was the basis of the efficacy of the intervention. The average modes of each participant were collated

V. Discussion of Results and Reflections

1. What is the frequency of occurrence of cutting-classes among participants before and after utilizing the board games?

Table 1
Frequency of Occurrence of Cutting-Classes Among Participants

	n	Frequency Occurrences Before	Interpretation	Frequency Occurrences After	Interpretation
		Intervention		Intervention	
Participants	47	19	Very High	7	Low
<i>Interpretation: 15.00-20.00 (Very High); 10.00-14.99 (High); 5.00-9.99 (Low); 0-4.99 (Very Low)</i>					

Table 1 showed the frequency of occurrence of cutting-classes among participants in the months before and after utilizing the board games which is October and November. The table reveals that the frequency of occurrence of cutting-classes on the month before the implementation of intervention was nineteen (19) and the frequency of occurrence of cutting-classes after the implementation of intervention was seven (7).

This further revealed that the percentage of frequency of occurrence of cutting classes from the month before and after the implementation of intervention decreases by - 63.16 percent. This entails that there was a downward trend of frequency of occurrence of cutting-classes with the interpretation from very high to low.

This entails that based on frequency of occurrence of cutting-classes among the participants the intervention which is the use of various board games have able to minimize if not prevented the learners from skipping classes or sessions. Backed with the direct observation of the researcher, the learners were so enjoyed playing the board games and indeed killed their boredom in waiting for their afternoon first period class.

This result agrees with the study of Mondares, Baring, Marikit, and Dayday (2019) and Mora (2011) that an intervention to address one of the causes of cutting classes which is boredom during free time can minimize if not prevent cutting-classes. They further

discussed that whenever there is free time, learners tend to be bored and at their age that they have to make use of their energy, they tend to do something. Doing nothing tends the learners to be bored and may result to going out from the classroom and may lead to skipping of classes.

Having an activity as an intervention will kill the boredom of the learners. Such activity – playing board games, may keep the learners entertained and without knowing they have already spend their long lunch break and they were prevented in skipping the class. Other than that, they have gained and developed their analytical and problem solving skills (O'Neill & Holmes, 2022).

Furthermore, board games are not so expensive and easily available in any stores. Board games can be bought in educational stores, sports stores and even in the mall.

2. Is there a significant difference between the mean number of cutting-classes occurrences of the participants before and after utilizing the board games?

Table 2
Paired Sample Test Result of Cutting-Classes Occurrences of the Participants Before and After Utilizing the Board Games

	N	Mean	Std Dev	T	Df	Sig (2-tailed)
Occurrences Before Intervention						
Participants	47	0.404	0.681	3.3	46	0.001
Occurrences After Intervention		0.149	0.36			

Note: Significant at <0.05 level

Table 2 showed the result of the paired sample test of cutting-classes occurrences of the participants before and after utilizing the board games. The table revealed that the mean occurrences of cutting classes before the intervention was 0.404 with the standard deviation

of 0.681 and the mean occurrences of cutting classes after the intervention was 0.149 with the standard deviation of 0.360. The table also reveals that the t-test or test statistic for paired test is 3.300 with the degree of freedom for the test or Df of 46 at p-value of $0.001 < 0.05$.

This entails that before the implementation of the intervention, the average cutting-classes occurrence among 47 participants is more than twice higher than the average cutting-classes after the implementation of the intervention. However, the data of the participants before the intervention are more dispersed; standard deviation is approaching 1, compared to the data of the participants after the intervention which is more unanimous, approaching to 0.

With the p-value of $0.001 < 0.05$ level, the table also revealed that there is a significant difference between the frequency of occurrence of cutting-classes before and after the intervention of board games. Before the intervention, the class experience a remarkable incidence of cutting-classes compared to after the implementation of the intervention.

This result agrees with the study of Bayeck (2020) that the relationship between board gameplay and cutting-classes is evidenced across countries. Board games simplify complex issues and systems, which make the intervention appropriate to further explore learning and concepts such as motivation, entertainment and computational thinking in formal and informal settings.

Furthermore, replacing negative activity such as cutting-classes with positive activity such as board games will keep the learners stay in their classrooms. According to them, discipline the learners who are committing cutting classes without positive reinforcement is ineffective and will not solve the problem.

This result also agrees with the study of O'Neill and Homes (2022) that there is power of board games and that making it as an intervention in school makes it useful for the learners. Board games will help develop the critical thinking and problem solving skills of the learners.

Board games are effective alternative to keep the learners in their classrooms. Boredom is one of the causes of afternoon classes. Board game is cost-effective as an intervention to prevent afternoon cutting-classes due to boredom. The learners are entertained, kept in their classrooms and at the same time increase their critical thinking and problems solving skills.

VI. Action Plan

The results and recommendation of the action research was submitted to the school head for formal implementation of the intervention. It also shared to other classroom advisers as exemplar for best practices of the school. Likewise, the results of the action research were used by future researchers for further study inclined to the research. The full blown action research will also be presented by the researchers in conferences in school and in district.

Objective	Activity	Success indicator	Person's involved	Time Frame
Disseminate result to school head	Report to the school head on the result of the study	School head have acknowledge the result of the study	Researcher – school head	First day of week 2 of the second semester
Disseminate result to colleagues in school	Share to the colleagues on the result of the study	Colleagues are informed of the result of the study	Researcher- colleagues	Third day of week 2 of the second semester

Identify classes that have problems with cutting-classes	Each adviser is surveyed on their SF2 Status.	Class advisers that have cutting-class problem are identified	Researcher-Class advisers	Fifth day of week 2 of the second semester
Orient the class advisers with cutting-class problem on the mechanics and system of the intervention	The adviser is oriented and informed on the mechanics and system of the intervention	The adviser concerned are informed and well-versed on the mechanics and system of intervention	Researcher-Class advisers	First day of week 3 of the second semester
Orient the learners in the class with cutting-class problem on the mechanics and system of the intervention	The learners are oriented and informed on the mechanics and system of the intervention	The learners concerned are informed and well-versed on the mechanics and system of intervention	Class advisers-Leaners	Third day of week 3 of the second semester
Identify board games that are familiar and of interest of the learners	Make a survey on the board game that are familiar and of interest of the learners	List of Board games	Teacher – learner	Fifth day of week 3 of the second semester
Request board games to be used by the class	Make requisition of board games from the MAPEH Department	MAPEH Department have reserved board games to be used by the class	Teacher-MAPEH Department	First day of week 4 of the second semester

Received board games to be utilized	The class advisers have received board games to be used for lunch break	The board games are ready for use	Teacher-MAPEH Department	Third day of week 4 of the second semester
Utilized the board games	Learners have use the board games during lunch break	Learners are	Teacher – learner	Fifth day of week 4 of the second semester

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