
Effectiveness of Self-Learning Kits (SLK) to the Performance of Grade V Pupils in English

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Abstract —The Department of Education (DepEd) is committed to ensure educational continuity amidst the challenges on COVID-19. Education must continue to give hope and stability, contribute to normalization of activities in the country, facilitate development of the learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times (DO No. 07, s. 2020). With these, the Department of Education (DepEd) had come up with the decision to conduct the opening of classes by August 24. With this announcement, the Kananga II District has an intervention to craft Self-Learning Kit (SLK) as a supplementary learning resource; hence self-learning modules are not yet available. With joint forces from the teachers and school heads, the district was able to formulate the SLK. As one of the proponents of this innovation, the researcher decided to conduct this study to determine its effectiveness to the performance of the Grade V pupils in English. It was revealed in this study that there is a significant difference in the pre-test and post-test performances of the Grade 5 pupils in English. Thus, it was concluded that self-learning kit effectively improves the pupils' performance in English. The proposed improvement plan is recommended

Keywords — *Effectiveness, Self-Learning Kit (SLK), Performance in English*

I. Introduction

Education is based on the principle that all children can and have a right to learn. Diversity may be age, gender, religion; ethnicity, culture, language or disability is expected and valued in any population. To fairly and equitably meet the needs of learners' diversity, the learning environments and processes and educational structures and systems need to be adaptable and context to better able meet the needs of all learners (5). The 21st century has been dynamically adapting to the ever-changing needs of the teaching-learning process. As education becomes more dynamic and sophisticated, the approaches and resources utilized in the process have been multifaceted, differentiated, and aligned to the learners' varying needs.

The unprecedented outbreak of COVID-19, which resulted in the implementation of various community quarantine forms, has greatly affected the education system (1). While the united efforts in the past months against the COVID-19 pandemic produce positive results, it is

not yet fully contained, and the country and the world at large continue to face challenges brought about by this unforeseen health crisis (1). Moreover, the Department of Education (DepEd) is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, contribute to normalization of activities in the country, facilitate the development of the learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times (1). With these, the Department of Education (DepEd) had come up with the decision to conduct the opening of classes by August 24.

With this announcement of the Secretary of Education, the DepEd Regional Offices immediately mandated the Schools Division Offices to craft the Basic Education Learning Continuity Plan to address classes' opening. As part of the BE-LCP, the Region had come up with the plan to adopt distance learning modalities to provide education to the school children.

Furthermore, a major feature in the upcoming school year is the use of alternative learning modalities, especially when classes resume in areas where physical opening of schools is not possible. Of all the alternative learning delivery modalities offered by the Department of Education (DepEd) this upcoming school year, most students prefer to use the “modular” distance learning option. Since face-to-face classes are not yet allowed, the DepEd will implement Blended/Distance learning wherein the combination of the various distance learning modalities such as printed modules, offline digital modules, online, and TV and Radio-based instruction will be used by students and teachers when classes formally start on October 5.

Today, teachers faced realities that are challenging than ever before. Teachers need to design learning experiences that carry over seamlessly between home and school (3) and be trained to facilitate transversal competencies and access to transversal competencies-enriched learning materials (7), especially during pandemic. The effective use of learning materials assures the delivery of quality education, enriching the Most Essential Learning Competencies needed to develop among learners and breaking the conventional modality of learning experiences during health crisis.

As a response, many academic developers had aligned the curriculum to meet the learners' needs and the practicality in societal realms. In the Philippines, along with the paradigm shift in education brought about by the K-12 Program promulgated by the RA 10533 (Enhanced Basic Education Act of 2013), improvements in the curriculum had also been made to make it learner-centered, inclusive, developmentally appropriate, relevant, responsive, among others. The said law encouraged further the development and production of localized, indigenized, and enhanced teaching materials to develop diverse learners who are learning at home (6).

One of the most effective tools improvised by teachers in addressing learners' needs in mastering concepts in various subjects is the Self-Learning Kit (SLK). The SLK is a tool that enhances learning and develops creativity through manipulative processes and thinking skills. It

also relates the lesson to the real world and develops self-confidence in the students' subject (2). As the Department of Education (DepEd) further emphasizes, SLK is an innovative tool meeting the standards of the K-12 Curriculum in providing the teachers and learners relevant and localized content. It is a supplemental learning resource (SLR) made initially, produced, modified, or contextualized by a teacher. It is a simplified and modularized form of learning material consisting of systematically sequenced materials for learning. In short, it is a simplified module aligned to the needs of the learners using it suited to be used in this time learning modality the modular distance learning.

With the use of SLK, the least mastered or learned competencies are enriched and redirect the attitudes of learners to become active participants in the educative process and provide supplementary materials addressing the scarcity of available books and other resources or references in at home to improve pupils' performance.

More so, self-learning is guaranteed by the use of SLK. A self-Learning is a modern form of learning that supplemented traditional learning with astonishing results reinforced by self-driven learning and the availability of resources (4). Through self-learning, self-direction and independence in learning are further facilitated.

As one of the innovative projects of Kananga II District and the researcher as one of the proponents in the formulation of SLK, this study is formulated to evaluate the effectiveness of a self-learning kit in the performance of the Grade V pupils in English. The findings of the study will be the basis in formulating an improvement plan.

In the aforementioned rationale, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program. This study evaluates the effectiveness of self-learning kit (SLK) to Grade V pupils' performance in English. Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade V pupils in English before the utilization of self-learning kit on modular distance learning modality?
2. What is the post-test performance of the Grade V pupils in English after the utilization of self-learning kit on modular distance learning modality?
3. Is there a significant difference in the pre-test and post-test performances of the Grade V pupils in English before and after the utilization of self-learning kit on modular distance learning modality?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study utilized the Quasi-Experimental research employing the pre-test and post-test design to evaluate the effectiveness of self-learning kit to Grade V pupils' performance in English. Tugbong Central School, Kananga II District, Leyte Division is the main locale of the study. The 30 Grade V pupils enrolled in the current school year are the main respondents of the study and teacher-made tests were utilized and administered before and after the intervention. This research is mainly focused on evaluating the significant difference in the pre-test and post-test performances of Grade V pupils in English. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 30 pupils involved in this study. A researcher-made test was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. The survey was pre-tested and undergone validation. Orientation of the participants by groups was done. Permission from the parents and Barangay was secured. Administering of the survey followed. After the pupils were able to answer the pre-test, checking and tallying of data. Self-Learning Kits (SLK) were distributed for six (6) weeks then post-test was given. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvements.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the pre-test and post-test results. t-Test of Mean Difference was used to determine the significant difference in the pre-test and post-test performances of the Grade V pupils in English.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade V Pupils in English (N=30)

Score Range	Description	Grade V	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	6	20
13-18	Good	6	20
7-12	Fair	16	53
0-6	Poor	2	7
Total		30	100
Weighted Mean		12.17	Fair

Table 1 presents the pre-test performance of Grade V pupils in English. It was revealed on the table that pre-test performance of the Grade V pupils in English has weighted mean of 12.17 which is interpreted as fair. This means that they get the scores below the passing in the 30-item test conducted. This implies that based on their scores they need intervention to improve their performance in English. The Self-Learning Modules that they are using is not enough to have a better understanding of the lesson. Moreover, this table revealed that among the 30 pupil-respondents, 16 or 53% are fairly answered the test, 6 or 20% are good while 6 or 20% are very good and 2 or 7% are poor. It is evident on the table that most of the Grade V pupils were not able to get the passing score or meet the 75% standard in order to pass the test. They need supplementary learning materials and other learning activities to help them understand the lessons to enhance learning.

Table 2
Post-Test Performance of Grade V Pupils in English (N=30)

Score Range	Description	Grade 6	
		Frequency	%
25-30	Excellent	14	47
19-24	Very Good	16	53
13-18	Good	0	0
7-12	Fair	0	0
0-6	Poor	0	0
Total		30	100
Weighted Mean		24.73	Excellent

Table 2 presents Grade V pupils' post-test performance in English after utilizing the Self-Learning Kit (SLK). It was revealed on the table that the post-test performance of Grade V pupils in English has a weighted mean of 24.73 which is interpreted as excellent. This means that the Grade V pupils could achieve the 75% passing score after utilizing the Self-Learning Kit (SLK) as supplementary learning materials to improve their English performance. This implies that the Self-Learning Kit (SLK) is an effective supplementary material for improving the Grade V performance in English and attaining mastery of the lesson. Moreover, it was revealed on the table that there are 16 pupils or 65% gets very good rating or they are the pupils who gets the score between 19-24 while 14 or 47% got an excellent rating or with scores between 25-30.

This implies that pupils learn best if they manipulate the materials. Self-Learning Kit (SLK) is a supplementary learning material that is contextualized and indigenized to suit the learners' needs. This material is user-friendly, simple and activities are arranged from easy to difficult.

Table 3
Test of Difference Between the Scores of Pre-test and Post-Test (N=30)

Groups	Test Scores		p value	Level of Sig	Decision	Interpretation
	Pre	Post				
Grade V	12.17	24.73	0.00	0.05	Reject H _o	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test. It was revealed that the test of difference between the scores in the pre-test and post-test has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant difference between the scores in the pre-test and post-test. This implies that self-learning kit is an effective supplementary learning resource to improve the performance of Grade V pupils in English. It was shown on the table that there is great increase from the pre-test mean of 11.17 to post-test of 24.73 weighted mean. This means that after utilizing the self-learning kit, performance of the Grade V pupils increased.

IV. Conclusion

The data revealed that there is significant difference between the scores of the pre-test and post-test performances of the Grade V pupils in English. This means that Self-Learning Kit (SLK) is an effective supplementary learning material in improving the Grade V pupils' performance in English. This is because the Self-Learning Kit (SLK) is able to stimulate the visual needs of the learners, materials are relatable, friendly and easy to follow. Through self-learning, self-direction and independence in learning are further facilitated using the Self-Learning Kit.

V. Recommendations

1. The Proposed Improvement Plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers in crafting the Self-Learning Kit (SLK);
3. School Heads should conduct LAC session on how to construct and use Self-Learning Kit (SLK) at home and in school;
4. School Head and teachers should conduct capacity building to parents on how to assist and guide their children in accomplishing the Self-Learning Kit (SLK);

5. Teachers should encourage parents to guide and assist their children while using the learning resources provided to them by the teachers during this time of pandemic;
6. School Heads and teachers should conduct monitoring activities on the utilization of the Self-Learning Kit (SLK) at home and conduct feedbacking;
7. School Heads should encourage teachers prepare other innovative materials to help the pupils improve their performance;
8. School Heads and teachers should submit the Self-learning Kit (SLK) for quality assurance to be published and use by the Division; and
9. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser and District Head; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; Mrs. Nueva L. Mantua and Tugbong Central School teachers, pupils and parents; Engr. Ryan Cabelin, her in-laws, siblings, relatives and friends and To God, her deepest and sincerest gratitude.

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The author was born on February 27, 1982 at Libjo, Merida, Leyte. She completed her elementary education at Mahalit Elementary School , Merida, Leyte and secondary education at Merida Vocational School, Merida, Leyte as a consistent first honors. She finished her Bachelor of Science in Agricultural Education in one of the prime universities in the country in Agricultural Studies- the Visayas State University (formerly VISCA) in Baybay, Leyte. She is currently pursuing her Master's degree at Western Leyte College of Ormoc City.

She has been serving at the Department of Education for 14 years now. She is currently a Teacher III, presently assigned at Tugbong Central School, Kananga II District, Leyte Division teaching Grade V pupils. Her previous work background was an elementary teacher at Ormoc Se San School for one school year.