

Effectiveness of the Most Essential Learning Competency (MELC)-based Learning Activity Sheets (LAS) to the Performance of Grade 6 Pupils in Mathematics

LEAH D. PLAZA

Master Teacher I
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
plazaleah20@gmail.com

Abstract—This study primarily aimed to determine the effectiveness of the Most Essential Learning Competency (MELC)-Based Learners Activity Sheets (LASs) to the performance of the Grade 6 pupils in Mathematics. The findings of the study were the bases for a proposed Recommendation plan. The study utilized complete enumeration in identifying the respondents of the study. This study used the Quasi-experimental method of research to determine the effectiveness of the Most Essential Learning Competency (MELC)-Based Learners Activity Sheets (LASs) to Grade 6 pupils in Mathematics. The test of difference in the pretest and Posttest performances of the Grade 6 Pupils in Mathematics. It is shown through the test scores together with the level of significance. The data shows that there was a big leap on the result of the pretest and the post-test performance of the Grade 6 pupils before and after the usage of the MELC-based learners activity sheets. It was clearly shown that in the pretest, the weighted mean equal to 12.60 is lower than the post-test performance, which is equal to 29.47 which resulted in a lower computed t value of 0.00 than the level of significance of 0.05. So the hypothesis which states that there is no significant difference in the pretest and posttest performance is rejected thus, the implementation of the Most Essential Learning Competency (MELC)-based Learners activity sheets in mathematics is significantly effective in improving the performance of the Grade 6 pupils in Mathematics. The result implied that most of the grade 6 pupils who took the pretest and post-test have a positive effect on them. They are really motivated to read and comprehend the topic, learn from it, and live with it that resulted in an excellent performance after implementing the intervention. The experience of the pupils in the contextualized self-learning modules Learners activity sheets (LAS) that was locally crafted by the teachers really augmented the need of the students to increase their capacity to learn with in their own pace of learning.

Keywords — *MELC-Based Learners Activity Sheets; Performance of Pupils*

I. Introduction

In the developing and changing world, it has become important for children to learn ways to obtain information instead of memorizing information because of the rapid obsolescence of

information. This change and development in the world have also brought change and development in the field of education. Traditional approach-based learning and teaching models, which aim students to memorize the mathematical and verbal intelligence, were predominantly used in traditional approach-based learning and teaching models to memorize the information that existed in the students. However, verbal and mathematical intelligence areas are not dominant in every student. Apart from verbal and mathematical intelligence areas, some students have different dominant intelligence fields such as physical, musical, visual, and social. Additionally, learning styles differ from each other just because students' intelligence areas are different from each other. Teachers should take into account individual differences among learners as they organize the learning and teaching environment. Thus, the learning and teaching environment should be considered and established in such a way that each student may have a different learning style and the field of intelligence.

Since the start of this COVID19 pandemic, it is a question how the learners will continue their studies. As teachers in normal learning situations, teachers are funds to teach the learners by giving them activities to understand the lesson, especially the slow learners, so that they can cope with the lesson. Giving activities for them to discover what the lesson's about with their guidance. But during this new normal, they really assure the parents if possible, they can communicate them if they need their assistance reading the activity sheets given to their children. If the learners need home visitation, they must give time for them because some parents said that we aren't deserve to receive salary because this time they will stand as teacher for their children.

Based on the results in the first quarter, some pupils do not really complete the assigned Self-learning modules and or Learner's activity sheets maybe because they are really experienced first time in the implementation of the new way of delivering competencies and another reason is that Mathematics subject is not an easy subject it needs to have follow up and attention of a real teacher. Another experience is that some of the parents or guardians have not really the skills to teach the subject because they have also difficulty answering the activity sheets given to their child/children. This particular scenario experience of common parents/guardians needs to be given extra time to give proper technical assistance or policy recommendation.

The research as a parent of seven-year-old son who is enrolled in Grade II for this school year. There is no face to face set up for this school year because of COVID19 pandemic so this kind of learning is new to everyone. It is good that only most essential skills should be developed or taken up to the learners because it is hard for them to learn by their own way without a teacher who will guide and expound the lessons for them to understand. It is hard for her to follow up her son about their lessons especially that she is at school during his time in answering the activity sheets by him the teacher gives that. But on the other hand, the researcher also wanted to let her son to practice learning by himself and just want to guide him in which part of the activity sheets where he felt hard in understanding the lesson by his own way. The number of school days is shortening it is good that only essential learning competency should be impart to the learners.

As teacher and a researcher, she isn't used to this kind of teaching hence the need arises, we should follow the safety protocols for the safety of the learners and ourselves. It is hard for the working parents to guide their children in their lessons because they are busy with their work to

earn living to provide their basic needs in daily lives. We cannot guarantee a successful learning because just like us teachers it is not easy to the learners learning by themselves it is a new process for them. There is scarcity of bond papers, ink and printers. It consumes a lot of bond papers in printing activity sheets in every subject. As teacher she cannot assure that the outputs pass are really the answers of the pupils not by their parents. There is also a problem to learners who have illiterate parents because how can they guide or assist their children regarding the activity sheets given to if they cannot assure the high quality of education during this pandemic time.

With the aforementioned details, the researcher wanted to know whether the MELC Based activity sheets is understandable to the part of the learners even without the teacher instead their parents will guide them at home. Thus, she is greatly motivated to focus on his study on the MELC-Based Learners Activity Sheets (LAS) and Performance of Grade 6 pupils in Mathematics.

This study aimed to determine Effectiveness of MELC-Based Learners Activity Sheets (LAS) to the Performance of Grade 6 pupils in Mathematics. The findings of the study served as a basis of a proposed recommendation plan.

Specifically, this study sought to answer the following questions:

1. What is the pretest performance of the Grade 6pupils in Mathematics before integrating MELC-Based Learners Activity Sheets (LAS)?
2. What is the posttest performance of the Grade 6 pupils in Mathematics after integrating MELC-Based Learners Activity Sheets (LAS)?
3. Is there a significant difference in the pretest and post-test performance of the Grade 6 pupils in Mathematics before and after integrating MELC-Based Learners Activity Sheets (LAS)?
4. What recommendation plan can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the Quasi-Experimental type of research in gathering the responses employing the quantitative approach. Tabing Elementary School in the Division of Leyte is the main locale of the study. The 38-total number of Grade 6 pupils were the main respondents of the study and the data based on the students' performance ratings in the pretest and posttest were utilized. This research is mainly focused to gather data on: The Effectiveness of the MELC-Based Learners Activity Sheets (LASs); Proposed Recommendation Plan based on the findings of the study.

Sampling. There were 38 total number of pupil-respondents included in the study. The primary means of reach was through Facebook account, Group Chat and their Phone numbers through their respective Parents/Guardians.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The proposed title and design were submitted to the Dean of the Graduate School's Office for screening, evaluation, and approval. Upon approval, the Dean of the Graduate School's office released endorsement through the assigned Adviser for further screening and approval. When the office approved the Dean and Assigned adviser's research, the researcher began the process of data gathering. Validation of the instruments through the External Experts was sought. A Cronbach's alpha test was used for the reliability test. Orientation of the participants). Answering and retrieval of the research tool followed. Tallying of results and treatment of data. 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 principal, approval of the Public School District Supervisor (PSDS) approval of the Superintendent of the Division. Orientation of the respondents both the students and the teachers and parents and or guardian was done separately. In the orientation, the issue on distribution and retrieval of Learners Activity Sheets.

Treatment of Data. The Effectiveness of MELC-Based Learners Activity Sheets (LAS) to the Performance of Grade 6 pupils in Mathematics treated through a weighted mean and descriptions (refer to appendices for the scoring and description). The data on the pretest and posttest was prepared through Simple Percentage. The test of mean difference was used to treat the pretest and posttest.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 6 Pupils in Mathematics

Score Range	Description	Grade 6	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	1	3
17-24	Good	3	8
9-16	Fair	27	71
0-8	Poor	7	18
Total		38	100
Weighted Mean		12.60	Fair

The table 1 presents the pretest performance of the Grade 6 Pupils in Mathematics. It is shown through the different stages of range of scores and the level of performance and the percentages of the pupils who belong to each level of performance. Based from the data above, it shows that the performance of the Grade 6 pupils before the usage of the MELC-based learners activity sheets was not quite good considering the results that there were students who are in the poor level of performance with a score ranging from 0-8 and with an equivalent number of students of seven (7) or 18 percent. Based on the results, none of the pupils achieved an excellent level of performances having the score ranging from 33 to 40. Majority of the Grade 6 pupils falls in the Fair level of performance with the score ranging from (9-16) with a total number of 12 pupil-respondents or 71 percent while in the good level there were 3 respondents or eight percent; and there were only one (1) respondent or 3 percent achieved a very good level of performance.

The result implied that most of the pupils who took the pre-test connotes fair performance in Mathematics having experienced difficulty in answering the different activities in the different competencies or Self Learning Modules given by them for a specific period of time. Considering that the Mathematics subject is not quite easy to learn, students need guidance to answer their self-learning modules that resulted from a weighted mean of 12.60. Furthermore, maybe they also find difficulty in the self-learning modules alone, they need to be guided step by step along the way. As shown in the table, Grade 6 pupils got lower scores during pre-test. Reasons could be the lessons were new to them and quite complicated and the teacher and the writer of the said modules coming from the central or regional office are not really in accordance to the level and type of learners thus pupils were not that motivated to learn the skills in mathematics.

Furthermore, majority of the pupils needs to experience another way of teaching and learning through the subject that could somehow grasp the pupils attention to learn the subject and be motivated in their study.

Table 2
Posttest Performance of Grade 6 Pupils in Mathematics

Score Range	Description	GRADE 6	
		Frequency	%
33-40	Excellent	10	26
25-32	Very Good	20	53
17-24	Good	8	21
9-16	Fair	0	0

0-8	Poor	0	0
Total		38	100
Weighted Mean		29.47	Very Good

The table 2 presents the Posttest performance of the Grade 6 Pupils in Mathematics. It is shown through the different stages of range of scores and the level of performance and the percentages of the pupils who belong to each level of performance. Based from the data above, it shows that the performance of the Grade 6 pupils after the usage of the MELC-based learners activity sheets was really very good considering the results that there were no pupils belong in the poor and fair level of performance with a score ranging from 0-8 and 9 to 16 . Based on the results, majority of the pupils achieved an excellent and very good level of performances having the score ranging from 33 to 40 with an equivalent total number of students equal to 10 or 26 percent. Majority of the Grade 6 pupils falls in the very good level of performance with the score ranging from (25 - 32) with a total number of 20 pupil-respondents or 53 percent while in the good level there were 8 respondents or 21 percent.

The result implied that most of the pupils who took the posttest and experience the contextualized self-learning modules or what we call the Learners activity sheets that was locally crafted by the teachers following the findings capacity of the pupils to learn the subject in their own pace and validated by the master teachers, school heads and Education program supervisor in the school, district and the division respectively have a positive impact on the performance of the pupils considering that majority of the pupils gained an excellent and very good level of performance. In other words, if the materials are made based on the capacity and type of learners connotes positive results and thus excellent performance will happen. having experienced good feedback from the pupils and even the parents and or guardian in answering the different activities in the different competencies or Self Learning Modules given by them for a specific period of time is a big achievement already of both the schools and the pupils. Considering that Mathematics subject is not quit an easy subject to learn still the pupils are able to surpass the difficulties in answering the modules. Students really need guidance to answer their self-learning modules and the MELC-based it was attained. Furthermore, the results are very good maybe they can already answer the self-learning modules alone, they need less guidance or step by step along the way. As shown in the table, Grade 6 pupils got higher scores during posttest. Reasons could be the lessons though they are new to them and quite complicated but because the teacher and the writer of the said modules are locally made in accordance to the level and type of learners thus pupils were motivated to learn the skills in mathematics.

Much further, most pupils need to experience this type of delivery of the new normal competencies to grasp their attention to learn the subject and be motivated in their study.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test Scores

Groups	Test Scores		p value	Level of Sig	Decision	Interpretation
Grade 6	Pre	12.60	0.00	0.05	Reject H ₀	Significant
	Post	29.47				

The table 3 presents the test of difference in the pretest and Posttest performances of the Grade 6 Pupils in Mathematics. It is shown through the test scores together with the level of significance. Based from the data above, it shows that there was a big leap on the result of the pretest and the posttest performance of the Grade 6 pupils before and after the usage of the MELC-based learners activity sheets. It was clearly shown that in the pretest the weighted mean which is equal to 12.60 is lower than the posttest performance which is equal to 29.47 which resulted to a lower computed t value of 0.00 compared to the level of significance of 0.05. So the hypothesis which states that there is no significant difference in the pretest and posttest performance is rejected thus, the implementation of the Most Essential Learning Competency (MELC)-based Learners activity sheets in mathematics is significantly effective in improving the performance of the Grade 5 pupils in Mathematics.

The result implied that most of the grade 5 pupils who took the pretest and posttest have really experienced positive effect on them. They are really motivated to read and comprehend the topic, learn from it, and live with it that resulted in an excellent performance after implementing the intervention. The experience of the pupils in the contextualized self-learning modules Learners activity sheets (LAS) that was locally crafted by the teachers really augmented the need of the students to increase their capacity to learn with in their own pace of learning. The continuous usage of the said intervention could give positive impact on the performance of the pupils considering that majority of the pupils gained an excellent and very good level of performance. If the materials are made based on the capacity and type of learners, it will give excellent performance. Having experienced good feedback from the pupils and even the parents and or guardian in answering the different activities in the different competencies in MELC-Based Learners Activity Sheets given by them for a specific period of time is a big achievement already of both the schools and the pupils. Mathematics subject is not quit an easy subject to learn so the teachers should find ways and means to let the pupils able to surpass their difficulties in answering the modules in mathematics. Furthermore, the results are very good maybe they can already answer the self-learning modules alone. Furthermore, majority of the pupils need to experience this type of delivery of the competencies in the new normal to grasp their attention to learn the subject and be motivated in their study to learn new things even if the teachers are not always in their side to teach them

every time they commit mistakes. So, in order for them to be guided in their lessons, the teachers need to give the localized and contextualized self-learning materials for them to be learn the subject on their own.

IV. Conclusion

Based on the study's findings, the Most Essential Learning Competencies (MELC)- Based Learners Activity Sheets (LAS) is really a positive impact in improving the academic performance of the Grade 6 pupils in Mathematics.

V. Recommendations

1. The proposed Recommendation plan should be utilized.
2. The teachers in Mathematics should utilize the MELC-based Learner's activity sheets (LAS). It should be crafted in every lesson, especially to those topics that the pupils find more difficult to understand and comprehend.
3. The school head should conduct INSET through WEBINAR which are related to the write shop in crafting the Learners Activity Sheets based on MELC and those activities which are included in the development of the embedded in every activity crafted.
4. The School Head should closely monitor the teacher's performance on the utilization of MELC-Based Learners Activity Sheets (LAS) in teaching and learning process in this time of new normal in assessing the academic performance of the pupils in Mathematics and to other subjects.
5. All teachers in the school should give their pupils activities with a touch of contextualization for them to easily grasp what should be the right thing to do to comply with the given requirements and implement with their own pace.
6. The School Head should include the ICT gadgets' procurement in helping the teachers create more Learners Activity Sheets in the BE-LCP and School Improvement Plan.
7. The school head together with all the teachers, PTCA should ask any type of assistance to the Local Government, Non- Government Organization in acquiring additional gadgets to support the program being implemented.

In relation to the above-mentioned, the researcher is giving the authority to those future researchers to conduct or do the same study to verify the study's usability and significance to improve the pupils' performance profile in all subject areas in the curriculum.

ACKNOWLEDGMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Sabina Con-ui, Dean of Graduate School, for her encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mrs. Melcanie A. Maureal, Schools District Supervisor, for giving permission to conduct the study in Tabing Elementary School in Tabango North District, Tabango, Leyte;

Mrs. Evangelina Zafra-Daño, School Principal of Tabing Elementary School for her encouragement and support;

To the respondents of Tabing Elementary School pupils, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done

REFERENCES

- [1] Dep.Ed. Order No. 162 s. 2020 "Suggested Strategies in implementing the Distance Learning Delivery Modalities (DLDM)."
- [2] Dep.Ed. Order No. 007 s. 2020 "School Calendar and Activities for School year 2020-2021"
- [3] DepEd order No. 31 s. 2020 " Guidelines on the Assessment"
- [4] Gungor, R., &Prins, E. (2011). Distance learning in adult basic education: A review ofthe literature. The Pennsylvania State University.

AUTHOR'S PROFILE



LEAH D. PLAZA

The author is born on November 6, 1980 at Tabango, Leyte Philippines. She finished her Bachelor of Secondary Education Major in English at Leyte State University, Villaba Campus, Villaba, Leyte last November 14, 2001. She passed the Licensure Examination for Teachers last August 2002. She enrolled her Bachelor in Elementary Education units in Western Leyte College last 2003-2004. Her first school assignment was in Gimarco Elementary School, Gimarco, Tabango, Leyte last August 1, 2006.

She was married last April 5, 2009 to Mr. Louicar Casas Plaza. She has only one child named Louie Lester Plaza. She is happily married for about 11 years.

She is currently a Master Teacher I in Tabing Elementary School, Tabango North District, Tabango, Leyte. She is an adviser of Grade VI in the same school. She enjoyed mentoring and coaching teachers especially the newly hired teachers.