

Effectiveness Of Modular And Video Lessons To The Performance Of Grade 3-4 Pupils In English

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Abstract — This study was conducted to evaluate the Effectiveness of MODULAR AND VIDEO lessons to the Performance in English of the Grade 3-4 learners ENROLLED IN SY 2021-2022. The findings of the study will be the bases for the proposed IMPROVEMENT Plan. This research is a quasi-experimental study that used the pre-test - post- test experimental designs. The experimental part of the study will be the learners' performance (Scores) of the Grade 3 and 4 pupils in English. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores. The researcher utilized universal Sampling in selecting the respondents of the study. Test of Difference between the pretest and Post-Test Scores of the Grade 3 and 4 pupils in the delivery of the most essential learning competencies in English subject through the printed modules and video lessons. The aforementioned results were based on the integration of the aforesaid approaches. Based from the results given, For the Grade III pupils, the results of the t-test for paired samples indicate that the posttest mean of 23.3 is significantly higher compared to the pretest mean of 11.3 ($t = -18.330$, $df = 7$, $p\text{-value} < .001$). A similar result was obtained for the Grade IV pupils. For this group, the paired samples t-test indicate that the posttest mean of 30.7 is significantly higher compared to the pretest mean of 18.0 ($t = -11.809$, $df=9$, $p < .001$).

The test results implied that since the group is gained in t value which is higher than the than p- value which means that the result is highly significant and Therefore the null hypothesis which states that there is no significant difference between mean pretest and mean posttest scores in English of the Grade III and Grade IV students exposed to the modular and video lessons is rejected. The result of this study indicates that the modular and video lessons in English could potentially enhance the learning of the students in this subject.

Keywords — *Effectiveness; Modular; Video Lessons; Performance; Grade 3&4*

I. Introduction

Most students nowadays are equipped with different gadgets and being addicted to online games. They can easily access to internet and explore what they want. Making life easy. With these, how can an ordinary classroom teacher defeat the unsurmountable great rival on learner's attention which is the "Technology". One of the most challenging tasks of the teacher is how to capture the learners' attention on the teaching strategy and instructional materials used so that they

will totally absorb the lesson imparted by the teacher. Teachers have to strive hard because of the enormous rivals of getting the attention of the learners.

For the past few months since the Pandemic hits the Philippines particularly in Region 8, Teachers have been monitored and evaluated consistently to the performance of the learners even if they are working in their respective homes. The performance of the learners are based on their report cards and portfolios which have been collected quarterly. These means of verification on learners performances show the implications on type or quality of education delivered to our learners. One of which is the Mean Percentage Score (MPS) which really reflects the achievement of the learners in every quarterly examination they gained. The MPS of the learners are based on the Regional Memorandum 136 s. 2021 which focus on the level of performances. Even the teachers really find ways and means to give the best type of modality that the learners, still there are learners belong to the fair (75-79) and 75 and below performance level which is very target passing rate of 75%.

Based on the result gathered by the researcher there are several factors that contribute to the results of the learners particularly to the grade 3-4 pupils on their academic performance. According to the School Heads, Public School District Supervisors, and even the Education Supervisors particularly in English says that teachers really have the difficulties in the delivery of the competencies in teaching. Furthermore, there were negative experiences that both teachers and pupils in the modular delivery because the pupils met lacks of learning materials, right approaches used by the teachers vis a vis to the type of learners they are handling with this, it resulted to the low performance of the pupils during the periodical examination.

These scenarios challenge the researcher to conduct this study because he thought that his approach in teaching and lack of captivating instructional materials were the main reasons of the low academic performance in English to the Grade 3-4 pupils. The researcher will come up a decision to apply innovative teaching or apply innovations in his instructional materials.

Hence, this study is conducted to find out if there is a significant difference between the pretest and posttest performance of the Grade 3-4 pupils in English after the integration of video lessons in the delivery of the Most essential Learning Competencies (MELCs).

This study was conducted to evaluate the Effectiveness of MODULAR AND VIDEO lessons to the Performance in English of the Grade 3-4 learners ENROLLED IN SY 2021-2022. The findings of the study will be the bases for the proposed IMPROVEMENT Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the grade 3-4 pupils in English before the integration of MODUALR AND Video Lessons?
2. What is the post test scores of the grade 3-4 pupils in English after the integration of MDOUALR AND VIDEO Lessons?
3. Is there a significant difference between the pretest and posttest scores before and after the integration of MODUALR AND VIDEO lessons in Teaching English subject TO GRADES 3-4 LEARNERS?
4. What IMPROVEMENT plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest scores before and after the integration of MODULAR AND VIDEO lessons in Teaching English subject AMONG GARDES 3-4 LEARNERS.

II. Methodology

Design. This study utilized the Quasi-Experimental type of research design to determine the effect of Modular and Video lessons to the performance of the Grade 3&4 pupils in English. In gathering the data, the researcher employing the quantitative approach. San Dionesio Elementary School, Grade 3 & 4 pupils are the respondents of the study and the data based on the students' performance ratings was utilized. This research is mainly focused on the effects of Modular and Video lessons to the performance of the Grade 3&4 pupils in English.' Recommendation to craft intervention plan; Proposed Action Plan based on the findings of the study.

Sampling. There are 18 pupils who are included in the study and the primary means of reach is through Facebook account – Messenger of the parents as well as the number.

Research Procedure. The researcher prepared the research design and tools that were utilized in the study. In order to gather the necessary data in 1 month (22 days), the researcher asked permission from the office of the Schools Division Office headed by our School Division Superintendent Dr. Manuel P. Albano through Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care. The researcher now conducted the pretest performance before the integration of Video Lessons in teaching English. After administering the pretest, the researcher integrated the new strategy (teaching the lesson on the use of the video lessons) for a matter of 1 month. After the given period of time it was checked their leaning through the conduct of the posttest examination. Data was collated and submitted to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the students and the teachers were done virtually. The need for the secondary data, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools even for quantitative data.

Treatment of Data. The effect of video lessons to the performance of the Grade 3&4 pupils in English focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). Scores were gathered through the use of rating rubrics and the results were treated through weighted means.. T-Test was used to calculate the academic performance of the Grade 3 & 4 pupils.

III. Results and Discussion

Table 1
 PRE-TEST ENGLISH PERFORMANCE OF GRADE 3 AND GRADE 4 PUPILS IN
 MODULAR AND VIDEO LESSONS

| Test | GRADE III | | | | GRADE IV | | | |
|---------|-----------|-------|---|------|----------|------|----|------|
| | Mean | MPS | N | S.D | Mean | MPS | N | S.D |
| Pretest | 11.3 | 28.25 | 8 | 2.60 | 18.0 | 45.0 | 10 | 3.06 |

Table 1 presents the Pre-test English performance of the Grade 3 and Grade 4 pupils before the integration of the modular and video lessons specifically in the implementation of the printed modular distance learning approach which utilizes the Self learning modules coming from the central office as well as the printed Learners' Activity Sheets (LAS) which was initiated and quality assured by the Learning Resource Personnel from the Division Office. Based on the result in table 1 on the pretest performance of the Grade 3-4 pupils performance in English. It can be gleaned the in the pretest specifically in the getting the descriptive statistical treatment particularly in the measures of central tendency specifically in the Mean, the result is 11.3 which was initiated from the result in the Mean Percentage Score which is equal to 28.25 out from the total score which is equal to 30 points from the eight (8) total number of learners who were also the respondents of the study. Based from the forementioned data, it is further discussed that it resulted to a result determining the standard deviation (SD) which was equal to 2.60. On the other hand, in the pretest performance of the Grade 4 pupils in English before the integration on the Modular Distance Learning particularly on the Printed Modular Approach as well as on the integration of Video Lessons on the identified Most essential Learning Competencies specifically on the least or difficult learning competencies. It can be gleaned the in the pretest specifically in the getting the descriptive statistical treatment particularly in the measures of central tendency specifically in the Mean, the result is 18.0 which was initiated from the result in the Mean Percentage Score which is equal to 45.0 out from the total score which is equal to 50 points from the ten (10) total number of learners who were also the respondents of the study. Based from the forementioned data, it is also further discussed that it resulted from the solution in determining the standard deviation (SD) which was equal to 3.06.

The results in table 1 implied that the respondents particularly in the Grade 3 and Grade 4 pupils before the integration of the Printed Modular Delivery approach as well as producing the supplemental materials particularly the video lessons in the delivery of the most essential learning competencies is considered fair level of performance in terms on their performance in English considering the result in the standard deviation which very positive having a result equal to 2.60 and 3.03 which means that the scores gained by the Grade 3 and Grade 4 pupils are not really beyond the expected scores of the teachers in the giving of pretest in English. In other words the score that were gained of the learners are not really good considering that the score in the Grade 3 is below 50 percent while on the Grade 4 is 50 percent from the expected total score which in this case the expected total score that should be 30 and 50 total score. The results also shows that even in the midst of pandemic on the implementation of modular Distance Learning based on the DepEd

Memorandum 162 s, 2020 that the Grade 3 and 4 pupils who were did not experience yet the video lessons at least they were still learning and gaining fair performance in English subject may be because they have parents or guardian who can guide them during the learning the subject even if they are not on the classroom setting.

Table 2

POST-TEST ENGLISH PERFORMANCE OF GRADE 3 AND GRADE 4 PUPILS IN MODULAR AND VIDEO LESSONS

| Test | GRADE III | | | | GRADE IV | | | |
|----------|-----------|-------|---|------|----------|------|----|------|
| | Mean | MPS | N | S.D | Mean | MPS | N | S.D |
| Posttest | 23.3 | 58.25 | 8 | 2.43 | 30.7 | 76.8 | 10 | 3.62 |

Table 2 presents the Post-test English performance of the Grade 3 and Grade 4 pupils after the integration of the modular specifically in the implementation of the printed modular distance learning approach which utilizes the Self learning modules coming from the central office as well as the printed Learners' Activity Sheets (LAS) which was initiated and quality assured by the Learning Resource Personnel from the Division Office. Based on the result in table 2 on the pretest performance of the Grade 3-4 pupils performance in English. It can be gleaned the in the posttest specifically in the getting the descriptive statistical treatment particularly in the measures of central tendency specifically in the Mean, the result is 23.3 which was resulted in the Mean Percentage Score which is equal to 58.25 out from the total score which is equal to 30 points from the eight (8) total number of learners who were also the respondents of the study. Based from the forementioned data, it is further discussed that it resulted to a result determining the standard deviation (SD) which was equal to 2.43. On the other hand, in the posttest performance of the Grade 4 pupils in English before the integration on the Modular Distance Learning particularly on the Printed Modular Approach as well as on the integration of Video Lessons on the identified Most essential Learning Competencies specifically on the least or difficult learning competencies. It can be gleaned the in the posttest specifically getting the descriptive statistical treatment particularly in the measures of central tendency specifically in the Mean, the result is 30.70 which was initiated from the result in the Mean Percentage Score which is equal to 76.8 out from the total score which is equal to 50 points from the ten (10) total number of learners who were also the respondents of the study. Based from the forementioned data, it is also further discussed that it resulted from the solution in determining the standard deviation (SD) which was equal to 3.62.

The results in table 2 implied that the respondents particularly in the Grade 3 and Grade 4 pupils after the integration of the Printed Modular Delivery approach as well as producing the supplemental materials particularly the video lessons in the delivery of the most essential learning competencies is considered a very good to excellent in their academic scores in terms on their performance in English considering the result in the standard deviation which very positive having a result equal to 2.43 and 3.63 respectively which means that the scores gained by the Grade 3 and Grade 4 pupils are beyond the expected scores of the teachers comparing in the pretest

performance. In other words the score that were gained of the learners are above 75 percent from the expected total score which in this case the expected total score that should be 30 and 50 total score. The results also shows that even in the midst of pandemic on the implementation of modular Distance Learning based on the the Grade 3 and 4 pupils who were already experience the video lessons while doing or answering the different learning competencies in English using the printed modules, they are really learning and gained very good to excellent performance in English subject. One of the reasons why they gained an excellent performance is because the learning materials that the teachers were given to them were based on their capacity and skills to learn the subject. Moreover, the learning materials were already contextualized by the teacher which means that the idea of the content is in the localized manner in which the learners can easily be understood on the content of the self-learning modules and or Learner’s Activity Sheets (LASs). Another reason is that their parents or guardian were also supported in their learner’s endeavor in learning the subject amidst this pandemic.

Table 3

PAIRED SAMPLES T-TEST ON THE ENGLISH PERFORMANCOF STUDENTS BEFORE AND AFTER THE MODULAR AND VIDEO LESSONS

| Grade Level | Paired Differences | | t | df | p-value |
|-------------------------|--------------------|------|---------|----|---------|
| | MEAN | S.D. | | | |
| PRE-POST (Grade III) | -12.0 | 1.85 | -18.330 | 7 | <.001** |
| PRE-POST (Grade IV) | -12.7 | 3.40 | -11.809 | 9 | <.001 |

**Highly Significant

Table 3 presents the Test of Difference between the pretest and Post-Test Scores of the Grade 3 and 4 pupils in the delivery of the most essential learning competencies in English subject through the printed modules and video lessons. The aforementioned results were based on the integration of the aforesaid approaches. Based from the results given, For the Grade III pupils, the results of the t-test for paired samples indicate that the posttest mean of 23.3 is significantly higher compared to the pretest mean of 11.3 ($t = -18.330$, $df = 7$, $p\text{-value} < .001$). A similar result was obtained for the Grade IV pupils. For this group, the paired samples t-test indicate that the posttest mean of 30.7 is significantly higher compared to the pretest mean of 18.0 ($t = -11.809$, $df = 9$, $p < .001$).

The test results implied that since the group is gained in t value which is higher than the than p- value which means that the result is highly significant and Therefore the null hypothesis which states that there is no significant difference between mean pretest and mean posttest scores in English of the Grade III and Grade IV students exposed to the modular and video lessons is rejected. The result of this study indicates that the modular and video lessons in English

could potentially enhance the learning of the students in this subject.

IV. Conclusion

Based from the findings of the study, the results of the performance of English of the Grade 3-4 vis a vis to the integration the modular and video lessons are significantly related thus, they are effective in improving the performance level of the pupils in English.

V. Recommendations

1. The proposed intervention plan should be utilized in the school where research is conducted.
2. The school head should conduct INSET which is related to the crafting of the different contextualized learning materials as well as video lessons and those activities which are related to the integration of ICT in the lesson in English.
3. The School Head should closely monitor the teacher's performance on the delivery of the most essential learning competencies in English during the teaching and learning process (f2f) or blended in English subject to assess the academic performance of the pupils.
4. The School Head should fully monitor on the use of DepEd Computerization Program (DCP) given by the department to all schools in helping the teachers to create more E learning related activities in the school in relation to the implementation of the DepEd Memorandum no. 162 s. 2020.
5. The teachers in English subject should integrate learning approaches in teaching English especially to those identified least learned competencies in which the pupils find difficult to comprehend.
6. All teachers in the school should give learning materials to their pupils which are in relation to their capacity or skills together with the a video lessons pertaining to the lessons presented in the printed modules to create connection to the learner's idea of the subject matters

In relation to the abovementioned, the researcher is encouraging to the future researchers to conduct the same study to verify the usability and significance of the study.

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