Effectiveness of The Quality Assured Learning Materials: Budget of Lessons (BOL) And Learners' Activity Sheets (LAS) To the Performance of Grade 3 Pupils in Mathematics

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Abstract — This study aims to determine Effectiveness of the Quality Assured Learning Materials-Budget of Lessons (BOL) & Learners Activity Sheets (LAS) to the Performance of Grade 3 pupils in Quarter 2 in Mathematics. The findings of the study serve as bases of a proposed Improvement plan. This study uses the quasi-experimental research design to utilize the Quality Assured Learning Materials: Budget of Lessons (BOL) & Learners Activity Sheets (LAS) in Mathematics in measuring the performance of the Grade 3 pupils. The researcher utilized universal Sampling in selecting the respondents of the study. The results in the test of difference between the pretest and posttest scores of the Grade 3 pupils in Mathematics. Based from the results in table 3, sit shows that the results of the pretest and posttest scores revealed having a big leap or increased when it comes to the test scores performance of thee Grade 3 pupils in Mathematics from 8.54 to 12.14 which resulted to a computed t value of 0.776 and greater than the critical value which is equal to 0.316. In connection with the aforementioned results in table 3, it means that there was a great significant on the performance of the Grade 3 pupils when it comes to the pretest and posttest scores which somehow revealed before and after the utilization of the different quality assured learning materials by the Grade 3 pupils which specifically focus on the Mathematics subject.

The results which were determined based on the significant difference in the pretest and posttest scores of the Grade 3 pupils before and after the utilization of the quality assured BOLs and Learners activity sheets implied that there were positive effect brought about the intervention which is the quality assured BOLs and contextualized LAS to the performance of the Grade 3 PUPILS because of the fact that the results in the pretest performance are lower than compared to the posttest performance after allowing the learners to use the contextualized learners activity sheets by Department of Education particularly on the BEA and released DepEd Memorandum to allow each teacher to contextualize different learning material which is directly proportional to the skills and or capacity of the learners to learn the subject. Having said that, the utilization of the different learning modules just like what the researcher use in this study is one of the reasons why the learners are showing positive results and creates excellent outputs.

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Keywords — Quality Assured Learning Materials, Budget of Lessons, Learners' Activity Sheets, Grade 3 Pupils

I.   Introduction

The present Covid – 19 pandemic has brough extraordinary challenges and has affected the educational sectors, and no one knows when it will end. In the educational context to sustain and provide quality education despite lockdown and community quarantine, the "New Normal" should be taken into consideration in the planning and implementation of the "New Normal Educational Policy". As part of the Philippines' short- and long-term strategies, Secretary Briones introduced the BE-LCP as a guideline for the department on how to deliver education in time of the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers and personnel of DepEd".   It features the adoption of multiple learning delivery modalities, with blended learning and distance learning as major option (SEAMEO-E Forum) Mtitu (2014) also identified that, for effective and efficient teaching, learner centered methods that require teachers to actively involved pupils in the teaching and learning process must be applied.

In learning, quality assessment of learning materials are always be on top of priority. This is the base of the outputs and outcomes in measuring how does the learners understand the lessons or how they meet the purpose of learning the curriculum. It should be that all lessons been learn should be assist a good quality of learning materials. So that, to attain a great achievement in assuring a good quality of leaners.

This is strategy is designed to confirm what students know. Since, we are in pandemic. It is very challenging to us now quality assessment of learning materials be true measured. Evidences of achievement should be measured in quality assessment of learning materials.

As educators, we aim to achieved a good quality when in terms of measuring our pupils. This can be realize if there are good quality assessment of Learning Materials. Provides a set of standard questions to evaluate learning materials. To ensure greater quality of knowledge and same time a good quality learners. That can gain a great foundation for success.

That's why I choose this problem because it seems a crucial problem now, no face to face has been engaged. Its challenging when in terms of Quality Assessment of Learning Materials. Based on the result last School Year, it seems that the learners really found difficulty in learning the subject specially Mathematics based on their responses on the Self- Learning Modules as well as the Quarterly Assessment which resulted to a very low performance among the Grade 3 pupils.

Crisis of difficulty we are facing now because of pandemic. Modular Distance Learning are the only solution just to continue the learnings of our learners. The problem is we don't have any face to face learning. It's difficult to have a true assessment or an accurate result of each individual learners. Still we need an effective assessment, a good quality assessment of learning

materials is a great need for the leaners. To have an effective result when in terms of understanding and gaining the lessons.

Like in developing the numeracy, we need to attack with different techniques and strategies in order them to learn. So, it is a big problem that I encounter in this new normal teaching. There is no face to face but it needs to have a practical assessment and understanding of different student responses with the aforementioned details, the researcher wanted to know if the Quality Assured Learning materials: Budget of Lessons & Learners activity sheets are really give advantage/s to the Grade 3 performance in Mathematics particularly on the most essential learning competencies particularly on the competencies which the Grade 3 learners have find them difficult to answer or to comprehend or those least learned competencies.

This study aimed to determine Effectiveness of the Quality Assured Learning Materials-Budget of Lessons (BOL) & Learners Activity Sheets (LAS) to the Performance of Grade 3 pupils in Quarter 2 in Mathematics. The findings of the study served as bases of a proposed Improvement plan.

Specifically, this study sought to answer the following questions.
1. What is the pretest performance of the Grade 3 pupils in Mathematics before the integration of Quality Assured Learning Materials- Budget of lessons (BOL) and Learners Activity Sheets (LAS)?
2. What is the posttest performance of the Grade 3 pupils in Mathematics after the integration of Quality Assured Learning Materials- Budget of lessons (BOL) and Learners Activity Sheets (LAS)?
3. Is there a significant difference on the pretest and posttest performance of the Grade 3 pupils in Mathematics before and after the integration of Quality Assured Learning Materials- Budget of Lessons (BOL) and Learners Activity Sheets (LAS)?
4. What improvement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis
Ho: There is no significant difference on the pretest and posttest performance of the Grade 3 pupils in Mathematics before and after the integration of Quality Assured Learning Materials-Budget of Lessons (BOL) and Learners Activity Sheets (LAS).

II. Methodology

Design. This study used the quasi-experimental research design to utilize the Quality Assured Learning Materials: Budget of Lessons (BOL) & Learners Activity Sheets (LAS) in Mathematics in measuring the performance of the Grade 3 pupils. The results were the basis for an intervention Plan. The researcher utilized universal Sampling in selecting the respondents of the study. Mariano C. Pono Elementary School, in Naghalin Kananga Leyte is the main locale of the study. The Grade 3 pupils which is composed of 35 total number of learners are the main

respondents of the study and the data based on the students' performance such as pretest and posttest together with the Quality assured Learners activity sheets and budget if lessons were utilized. This research is mainly focused to gather data on: The pretest performance of the Grade 3 pupils as well as the posttest performance before and after the integration of the quality assured learners activity sheets and Budget of lessons; another focus also is to identify the significant difference of the learners performances; Proposed Intervention Plan was crafted based on the findings of the study.

Sampling. There are 35 total number of learners who are included in the study and the primary means of reaching them is through Facebook account, messenger through direct messages, using of cell phones, and conducted limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor, as well as the School Principal were sought. The researcher immediately conducted an orientation to the teachers who will conduct the test. The research instrument was administered to the identified respondents. Then the teacher used the Regional Test Item Bank focusing on the 2nd Grading (Most Essential Learning Competencies in Mathematics as well as the Quality Assured Learning Materials (BOLLAS).

After conducting the pretest, the researcher immediately starts the intervention/activities by giving the Quality Assured Learning Materials: budget of lessons and printed Learners activity sheets in Mathematics in the 2nd grading period to the identified participants. The posttest will be given to the aforementioned respondents after the intervention were done for 4 weeks. The researcher was then consolidated the results in the pretest and posttest using MS excel for proper statistical tool to be used to determine whether there is a significant effect on the intervention given to the performance of the Grade 3 pupils.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Office, Public Schools District Supervisor, School principal. . Orientation of the respondents both the learners and the teachers was done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to the conduct of the study. A written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have assigned codes instead. For quantitative data.

Treatment of Data. The Effectiveness of Quality Assured Learning Materials: Budget of Lessons (BOLs) and Learners Activity Sheets (LASs) on the area focused was treated through a weighted mean and T-Test of Mean Difference.

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III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 3 PUPILS IN MATH

Score Rang	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	1	3
9-12	Good	11	31
5-8	Fair	23	66
1-4	Poor	0	0
Total		35	100
Weighted Mean		**8.54**	**Good**

Table 1 shows the pretest performance of the Grade 3 pupils in Mathematics before the monitoring, utilization of the Quality assured Learning Materials: the Budget of lessons as well as the Learners Activity sheets in relation to their performances in the pretest . Based from the results given, It shows that the highest percentage among the five (5) class limits is 66 percent or with a frequency of 23 pupils out of the 35 total number of respondents in table 1 s is in the fair level which has the score ranging from 5-8 while there were eleven (11) total number of respondents in the good level pretest performance or 31 percent from the score ranging from 9-12. On the other hand, there is 1 pupils still belong to a nice performance or in good level with a score ranging from 13-16 who took the pretest examination while none of the pupils belong to the excellent level with a class limit of 17-20 as well as in the poor level with a score ranging from 1-4 respectively.

The results implied in table 1 in relation to the pretest performance of the Grade 3 pupils before the utilization and validation of the quality assured learning materials, majority of them really don't showcased their excellent performance which lead to a fair level of performance result in the academic performance. The results further explain that in the utilization of the different learning materials which are developed in a broader aspect of learning and not giving the consideration of the different types of learning as well as it culture and tradition in learning will be resulting to a not good performance because majority of the pupils who are not yet exposed to the Quality assured BOLs and Learners Activity Sheets in the grade 3 level shows low test scores performance. In the District were the study was conducted, the implementation of the different learning modality based on the DepEd Memo number 162 s, 2020 showcased different pupils learning performance, and the researcher believe that some of the group of pupils are experiencing different bottleneck which means they are really struggling in their day to day learning activities in reaching different learning skills despite of the pandemic they are experiencing in catching the

different learning competencies. From the above-mentioned scenario of learner's performance, there are issues and concerns that would somehow rising on the part of the parents and or guardian, considering that they are the ones who will be guiding their learners to learn the subject. In this regard, both of them will really experiencing different learning difficulties which resulted to not submitting the different learning materials in a weekly basis.

Table 2
POST TEST PERFORMANCE OF GRADE 3 PUPILS IN MATH

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	10	29
9-12	Good	25	71
5-8	Fair	0	0
1-4	Poor	0	0
Total		35	100
Weighted Mean		**12.14**	**Good**

Table 2 shows the posttest performance of the Grade 3 Pupils in Mathematics subject based on their test scores performance after the utilization and validation of their performances through the use of the quality assured learning materials through the Contextualized and validated Budget of Lessons and Learners' Activity Sheets for primary level particularly the Grade 3 pupils. After one (1) month of giving the different quality assured learning materials in line with the different most essential learning competencies which the researcher gave to the grade 3 pupils in a weekly bases, it is found out that based from the results collected and consolidated by the researcher, It shows that the there was a great increase when it comes to the test scores performance of the Grade 3 pupils. Based from the results in the table 2 on the posttest performance of the grade 3 pupils in Mathematics , the biggest percentage of the grade 3 pupils in mathematics for the posttest are in the good level of performance which is equal to 25 pupils or 71 percent in the class limit equal to 9-12 out from 35 total number of pupils being tested while there are 10 total number of pupils or 29 percent in the very good level after taking the posttest skills which is belong to the score ranging from 13-16. In the excellent level with the score ranging from 17-20 none of the pupils belong to this group which is the same scenario in the fair and poor level of performances.

Based from the results given on the posttest performance of the Grade 3 pupils in Mathematics, it shows that there was a positive results considering that in the pretest majority of the pupils are jut belong to the fair level and after they experience the contextualized learning materials that were quality assured, they shows very good results which is evidently seen in the

table above The improve performance showcased by the learners after the intervention connotes how effective the utilization of the different quality assured materials are in improving the different skills of the learners. The results are the great manifestation that in the delivery of the different learning competencies using the contextualized learning material really improve their skills compared to the broader aspect of the learning materials. It really shows that the relationship between teachers, pupils and parents or guardians are quite evident based on the results considering that the overall weighted mean of the results in the posttest is 12.14 which is considered as good level of performance. This explains further that the utilization of the quality assured learning material which were contextualized by the teachers and fully validated and quality assured by the expert really creates big impact to the performance of the learners specially in on the difficult subjects which is Mathematics.

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

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 3 Pupils in Math	Pre	8.54	0.776	0.316	Reject H_o	Significant
	Post	12.14				

Table 3 presents the test of difference between scores in the pretest and posttest of the Grade 3 pupils in Mathematics subject which means that this table above explains through showing the results through figures before and after the utilization and validation of the performance of the learners in the utilization of the different learning materials which is directly proportional to the different learning competencies delivery. Based from the results in table 3, sit shows that the results of the pretest and posttest scores revealed having a big leap or increased when it comes to the test scores performance of thee Grade 3 pupils in Mathematics from 8.54 to 12.14 which resulted to a computed t value of 0.776 and greater than the critical value which is equal to 0.316. In connection with the aforementioned results in table 3, it means that there was a great significant on the performance of the Grade 3 pupils when it comes to the pretest and posttest scores which somehow revealed before and after the utilization of the different quality assured learning materials by the Grade 3 pupils which specifically focus on the Mathematics subject.

The results which were determined based on the significant difference in the pretest and posttest scores of the Grade 3 pupils before and after the utilization of the quality assured BOLs and Learners activity sheets implied that there were positive effect brought about the intervention which is the quality assured BOLs and contextualized LAS to the performance of the Grade 3 PUPILS because of the fact that the results in the pretest performance are lower than compared to the posttest performance after allowing the learners to use the contextualized learners activity

sheets by Department of Education particularly on the BEA and released DepEd Memorandum to allow each teacher to contextualize different learning material which is directly proportional to the skills and or capacity of the learners to learn the subject. Having said that, the utilization of the different learning modules just like what the researcher use in this study is one of the reasons why the learners are showing positive results and creates excellent outputs.

IV. Conclusion

Based on the findings of the study, it showed that the utilization of the different Quality Assured Learning Materials such as the Budget of Lessons (BOLS) and Learners activity sheets (LASs) are significantly effective in improving the test scores performance of the Grade 3 pupils. Furthermore, the contextualization of the learning materials in relation to the different learning competencies on Mathematics help the pupils to understand the skills.

V. Recommendations

1. That utilization of quality assured learning materials such as Learners Activity Sheets and Budget of Lessons should be utilized by all other teachers handling different Grade levels in order to to test the usability and effectiveness of the materials.

2. The School Principal should conduct In-Service Training on how to craft contextualized Budget of Lessons and Learners Activity Sheets based on the needs of the learners specially those learners who are learning Mathematics subject.

3. The School Head should conduct observation through COT either in limited face to face or virtual using the Regional Memorandum No. 263 s. 2018 in order to give proper technical assistance on what to do and how to improve the teaching and learning process while we are still in the pandemic mode.

Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of the different Quality Assured Learning materials such as Budget of lessons and learners activity sheets to the performance of the Grade 3 pupils.

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AUTHOR'S PROFILE

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Her first station was at Masarayao Elementary School and is handling grade pupils for almost 4 years . She is currently a Teacher III in Department of Education and Grade Three Teacher in Mariano C. Pono Elementary School Kananga , Kananga II District ,Leyte Division,.Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.