

Effectiveness of The Teacher-Made Video Lessons and Learners' Activity Sheets to The Performance Of Kindergarten Pupils

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Abstract — This study was conducted to evaluate the Effectiveness of teacher-made video lessons and Learners' Activity Sheets to the Performance of the Kindergarten Pupils. The findings of the study were the bases for the proposed Enhancement Plan. his study utilized the Quasi-Experimental research design to determine the Effectiveness of video lessons and Learners Activity Sheets (LASs) to the Performance of the Kindergarten pupils. In the Quasi- experimental research design, the researcher prepared videos that will focus on the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data. Along with the giving of video lessons, the researcher also distributed the Learners Activity Sheets to those learners with no gadgets to be used in learning. The Table 3 Presents the test of difference between the scores in the pretest performance and the posttest performance of the Kindergarten pupils before and after the delivery of the topics based on the most essential learning competencies integrating the teacher-made video lessons and Learners Activity Sheets. Based on the findings of the study as reflected in table 3, it was revealed that the pretest performance of the kindergarten pupils is equal to 9.65, this score was treated based on the raw scores given by the Kindergarten pupils before the teacher/researcher was introduced a new intervention which means that own knowledge and skills from the learners were being emphasized. It was further revealed that the pretest performance is lower than the posttest performance gained by the kindergarten pupils after the integration of the new intervention which is the teacher made video lessons and Learners activity sheets in the delivery of the most essential learning competencies on the specific topics presented by the teachers which are equal to 17.8. Based on the results of the pretest and posttest, it was resulted to computed t value of 2.884 and found to be greater than the critical t value of 0.041 that leads to the decision of the hypothesis to reject based from the statement of “ there is no significant difference between the test scores of the pretest and posttest performances of the kindergarten pupils before and after the integration of the teacher-made video lessons and Learners' Activity sheets”.

The result of this study for regarding the integration of the teacher-made video lessons and Learners' Activity Sheets implied that indicating the aforementioned intervention to the topics being delivered by the teacher-research in Kindergarten is significantly effective in improving

their performances. This means that majority of the learners really love the idea of giving new technique in learning the topic specially those learning competencies which are difficult to comprehend or understand.

Keywords — Effectiveness; Teacher-made Video lessons; Learners Activity Sheets; Performance; Kindergarten Pupils

I. Introduction

Learning is important for learners to build their foundation of knowledge that they can utilize in their future careers. Learning through videos is considered an effective tool for many learners. A video lesson is defined as a video which presents educational material for a topic which is to be learned. The format may vary. It might be a video of a teacher speaking to the camera, photographs and text about the topic or some mixture of these.

Based on the study by Ljubojevic et al. (2014), students performed better when videos were included in the mid-session of the lecture. López, Ferrando and Fabregat-Sanjuan (2016) also found out that students found the videos and clips to be the most useful and efficient teaching tool to improve learning. Brecht (2012) found out that videos and clips designed to support tutoring have a significant result. In addition, Geri (2012) indicated about 94% of the students might improve their understanding of the learning materials via watching videos.

One of the reasons of choosing this study as a kindergarten teacher, is to explore the learning effectiveness of using videos in teaching with the use of learning activity sheets as the learners' assessments output. Teaching kindergarten is a challenging task since kids at these ages are in playful stage- the bridge between early childhood care and elementary school. As a kindergarten teacher, the teacher is responsible for integrating young children into the world of learning by teaching the social skills, personal hygiene, basic reading skills, art, and music. Teaching kids at this height of pandemic is more challenging, considering the learners attention span and behavior in their respective homes are limited. Making such video lessons and colorful learning activity sheets are some of the ways that teachers do during these new normal to ensure that continuous delivery of quality education. The researcher's reason of having this study is to assess the effectiveness of using video lessons and activity sheets in teaching kindergarten.

According to Kay (2012) in his thorough research on learning effectiveness through videos. She found out that video-based learning did bring benefits in understanding, motivation in learning, improving study habits and better grades. In a nutshell, the inclusion of videos and clips in learning have positive learning outcomes.

Based on my experience as a kindergarten teacher, learners find the video lessons entertaining and giving them colorful activity sheets are catchy and engaging in learning the

lessons. Some learners also have poor performance because they have difficulty in reading in these early stages and parents does not have enough time in teaching and guiding their children in answering the lessons when guidance at this age is crucial and important especially during this pandemic that our school is implementing distance learning modality. Teachers cannot interact with them physically to guide and teach them the basics of writing and reading. The best mean to connect to the learners and parents is through technology. As a conclusion, the researcher thought of having a research regarding the Effectiveness of teacher-made video lessons and Learners' Activity Sheets to the Performance of the Kindergarten Pupils.

Teaching kindergarten is undeniably challenging. There are a lot of issues that hinder the performance of kindergarten learners such as poor reading and numeracy performance and it is because of lack of parents support. Some learners cannot comprehend the lesson because they cannot read still and they don't have the basics knowledge of knowing and identifying the names and sounds of letters as well as the number names identification.

Learners in this era are more indulged and interested in using gadgets and internet rather than paying attention to educational books, tracing and writing activities and reading materials which may cause difficulty of learning the basics of writing and reading. Hence, this study will be conducted to find evaluate whether there is a positive effect of video lessons and Learners activity sheets to the performance of the Kindergarten pupils.

This study was conducted to evaluate the Effectiveness of teacher-made video lessons and Learners' Activity Sheets to the Performance of the Kindergarten Pupils. The findings of the study were the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test performance of the kindergarten pupils before the utilization Video Lessons and Learners Activity Sheets (LASs)?
2. What is the post test performance of the kindergarten pupils after the integration of the Video Lessons and Learners Activity Sheets (LASs)?
3. Is there a significant difference between the pretest and posttest performances of the kindergarten pupils in their utilization of the Video Lessons and Learners Activity Sheets (LASs)?
4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no there a significant difference between the pretest and posttest performances of the kindergarten pupils in their utilization of the Video Lessons and Learners Activity Sheets (LASs).

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of video lessons and Learners Activity Sheets (LASs) to the Performance of the Kindergarten pupils. In the Quasi- experimental research design, the researcher prepared videos that will focus on the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data. Along with the giving of video lessons, the researcher also distributed the Learners Activity Sheets to those learners with no gadgets to be used in learning. Catuhaon Elementary School is the main locale of the study. The 20 Kindergarten pupils are the main respondents of the study and the data based on the students' performance ratings such as the pretest and posttest performances of the Kindergarten pupils were utilized. This research is mainly focused to gather data on: The effectiveness of video lessons and Learners Activity Sheets (LASs) to the Performance of the Kindergarten pupils; Proposed Enhancement Plan based on the findings of the study.

Sampling. There are 12 male and 8 female with a 20 total number of the respondents who are included in the study and the primary means of reach is through messenger account and cell numbers of the respondents. Another way of communicating the respondents is through the physical talk during limited face to face based on the approved time of reporting.

Research Procedure. The researcher asked permission from the office of the Schools Division Office. The same letter content was given to the Public-School District Supervisor, School Principal, and to the kindergarten teachers who will help the researcher to administer the study. The researcher also conducted the pretest performance before the integration of the video Lessons and learners activity sheets in teaching kindergarten competencies. After administering the pretest, the researcher integrated the video lessons and learners activity sheets in teaching the skills for a specific period of time based on the time lines crafted by the researcher herself. 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. Answering and retrieval of the research tool followed. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division and approval of the Schools Division Research Committee. Orientation of the respondents was done separately.

Treatment of Data. The Effectiveness of teacher-made video lessons and Learners' Activity Sheets to the Performance of the Kindergarten Pupils are the area of focused and data was treated through a weighted mean and T-test of Mean Difference in order to test the significant difference of the variables identified.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF KINDERGARTEN

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	0	0
9-12	Good	16	70
5-8	Fair	4	30
1-4	Poor	0	0
Total		20	100
Weighted Mean		9.65	Good

The table 1 above presents the pretest performance of the Kindergarten pupils. This results was based on the assessment given by the teacher/researcher based on the knowledge and skills gained by them before the intervention was made. Based from the results given, it was found out that among the groups of scores set as results by the statistical treatment based from the raw data or test scores performance of the Kindergarten pupils. It was shown that among the 5 group of scores, there were 16 total number of respondents and said to be the most number of respondents who are belong to the good level of performance which has a score ranging from 9 to 12 scores while the remaining respondents who took the pretest assessment is only 4 respondents which was said to be the least number of respondents among the 20 over all total number involved in the study. In the `17 to 20 group of scores which is said to be in the excellent performance level, it has found out that none from the respondents belong to this highest level of performances. The same results in the fair level of performances (7-8) as well as in the poor level of performance which has a score ranging from 1-4. This results is based only from the idea of the kindergarten learners on the different learning styles introduced by the teachers to them which means that the knowledge they have gained is based only on the things that they have grasp during the delivery of the learning competencies.

Based on the result in table 1 which fucoses on the pretest score performances of the kindergarten pupils before the integration or utilization of the Teacher-made video lessons and Learners activity sheets in the delivery of the most essential learning competencies implied that considering the difficulties in delivering the different topics to the learners in this time of pandemic which the teachers cannot go directly to the learners, or even cannot give close teaching or face to face teaching in daily basis because of the restriction set by the local government, there are tendencies that the kindergarten pupils cannot really grasp the full idea of the topic/s which means that they really need guidance from other people in learning the subject. If this scenario will always

be experiencing by the learners, there are tendencies that the learners could be gained below expected performance or having the remarks of did not expectation which means that some of the students could belong to less than 75 percent rating. Moreover, the learners really need an intervention that could motivate them to learn the subject considering that kindergarten learners need to be motivated since this level or key stage are really need special attention. The results manifests that because of the limited f2f in the delivery of the most essential learning competencies we cannot deny the fact that there is time that they cannot hit the right performance level which means they need more effort that the teachers need to be exerted.

Table 2
POST TEST PERFORMANCE OF KINDERGARTEN

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	17	85
13-16	Very Good	3	15
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		25	100
Weighted Mean		17.8	Excellent

The table 1 above presents the posttest performance of the Kindergarten pupils. This results was based on the assessment given by the teacher/researcher based on the knowledge and skills gained by them after the intervention was conducted, the researcher is referring to the utilization of the teacher-made video lessons and Learners activity sheets. Based from the results given, it was found out that among the groups of scores set as results by the statistical treatment based from the raw data or test scores performance of the Kindergarten pupils there were 17 total number of respondents and said to be the most number of respondents who are belong to the excellent level of performance which has a score ranging from 17 to 20 scores while the remaining respondents who took the posttest assessment is only 3 respondents which was said to be the least number of respondents among the 20 over all total number involved in the study which is in the very good level of performances which has a score that ranging from 13-16. In the 9 to 12 group of scores which is said to be in the good level performance, it was found out that none from the respondents belong to this average level of performances. The same results in the fair level of performances (5-8) as well as in the poor level of performance which has a score ranging from 1-4. This results is based only from the idea of the kindergarten learners who have experience gaining knowledge though the use of teacher-made test video lessons and learners activity sheets introduced by the

teachers about the different learning topics which means that the knowledge they have gained is based only on the new things or experiences they acquire during the time allotted for them to the new intervention.

Based on the result in table 2 which focuses on the posttest score performances of the kindergarten pupils after the integration or utilization of the Teacher-made video lessons and Learners activity sheets in the delivery of the most essential learning competencies implied that considering the new strategies introduced by the teachers which also based on their type of environment they are in as well as their capacity to handle level of skills in delivering the different topics to the learners in this time of pandemic which the teachers cannot go directly to the learners, or even cannot give close teaching or face to face teaching in daily basis because of the restriction set by the local government, still kindergarten pupils have great tandem during the teaching and learning process considering that they really grasp the idea of the topic/s considering the idea that they gained and average weighted mean of 17.8. If this scenario will always be experiencing by the learners, there are tendencies that the learners could improve their learning skills or performance. Moreover, the learners really adopted the intervention given to them and motivate them to learn the subject considering that kindergarten learners need guidance in learning the topics.

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

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
KINDERGARTEN	9.65	17.8	2.884	0.041	Reject H ₀	Significant

The Table 3 Presents the test of difference between the scores in the pretest performance and the posttest performance of the Kindergarten pupils before and after the delivery of the topics based on the most essential learning competencies integrating the teacher-made video lessons and Learners Activity Sheets. Based on the findings of the study as reflected in table 3, it was revealed that the pretest performance of the kindergarten pupils is equal to 9.65, this score was treated based on the raw scores given by the Kindergarten pupils before the teacher/researcher was introduced a new intervention which means that own knowledge and skills from the learners were being emphasized. It was further revealed that the pretest performance is lower than the posttest performance gained by the kindergarten pupils after the integration of the new intervention which is the teacher made video lessons and Learners activity sheets in the delivery of the most essential learning competencies on the specific topics presented by the teachers which are equal to 17.8. Based on the results of the pretest and posttest, it was resulted to computed t value of 2.884 and found to be greater than the critical t value of 0.041 that leads to the decision of the hypothesis to reject based from the statement of “ there is no significant difference between the test scores of the

pretest and posttest performances of the kindergarten pupils before and after the integration of the teacher-made video lessons and Learners' Activity sheets”.

The result of this study for regarding the integration of the teacher-made video lessons and Learners' Activity Sheets implied that indicating the aforementioned intervention to the topics being delivered by the teacher-research in Kindergarten is significantly effective in improving their performances. This means that majority of the learners really love the idea of giving new technique in learning the topic specially those learning competencies which are difficult to comprehend or understand.

IV. Conclusion

Based from the findings of the study, the integration of the teacher-made video lessons and Learners' Activity Sheets is significantly effective in improving the test scores performances of the Kindergarten pupils. Moreover, as kindergarten pupils started to learn the different learning competencies, it is right and fitting that they will be introduced learning materials that will enhance their motivation and improve their skills.

V. Recommendations

1. The proposed Enhancement plan should be utilized and integrated in some of the topics be delivered by the teachers during the teaching and learning process as well as to the different activities to be adopted based on the embedded PPAs in the plan.
2. Kindergarten level is quite challenging as they started to learn the formal education as expected by their parents or guardian, thus teachers should find ways and means to cater the different needs of the learners by providing them different learning materials that would help them to appreciate the beauty of learning things as they acquire things for their personal development.
3. The school head through the approval of the Public School District Supervisor should conduct professional development of teachers such as conducting In-service training focusing on the crafting of teacher-made video lessons and Learners Activity Sheets in order for them to be familiarized the different learning strategies.
4. The School Head should closely monitor the teacher-made video lessons and Learners Activity Sheets utilization as part of the learning delivery modality to help the learners improve their performances.

In relation to the abovementioned, the researcher is giving the authority to the future researchers to conduct the same study in order to check the reliability of the results.

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