

Effectiveness of The Learning Activity Sheets to The Performance of The Grade 5 Pupils in TLE-ICT

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Abstract — This study aimed to determine the Effectiveness of Modular Distance Learning Approach to the Performance of the Grade 5 pupils in TLE-ICT. This study utilized the quasi-experimental method of research to test the Modular Distance Learning approach and its effects to the performance of the Grade 5 pupils in TLE-ICT subject. The results were basis for an intervention Plan. The researcher utilized random Sampling in identifying the respondents of the study. The **results show** the pretest and posttest performance in Filipino of the Grade 5 pupils in the new normal. The results in table 2 which is purely focused the posttest performance of the Grade 5 pupils in TLE-ICT subject in which the respondents are already exposed on the utilization of Learners Activity sheets in teaching TLE-ICT implied that the through the Grade 5 teachers who were able to integrate the LAS in the delivery of the most essential learning competencies in the TLE-ICT topics for the 3rd grading period are clearly manifested that the learners somehow improve their performances or skills based on the topics delivered by the teacher having gained a performance Weighted mean of 31.26 and interpreted as very Good. **As pandemic** continue hitting the entire world and make the learning miserable to all the students, teachers and parents still they did not stop learning or acquiring knowledge may it be on their own learning technique or guided by the teachers. it has a great manifestation that the learners are really learning with their own style of learning and shared different techniques or strategies to the teachers thus, they **really already** learned and know how to deal with different challenges in gaining knowledge. Furthermore, the positive impact of the parents as well as strong support of the school particularly to the teachers and to the entire community really help the pupils learn the topics and gained very good level of performance.

Keywords — *Effectiveness, Learning Activity Sheets; Performance; Grade 5; TLE-ICT*

I. Introduction

The goal of the basic education is to provide the school age population and young adult with skills, knowledge and values to become caring, self-reliant, productive and patriotic citizens. Generally, it aims to provide a well-rounded education that will assist each individual in society to attain his or her potential as a human being, and enhance the range and quality of the individuals within the group. As early as possible, children are taught with the basics such as counting

numbers, spelling names, drawing, among many others. This becomes more complicated once an individual enters a more mature phase of life. In today's competitive world, it is imperative to acquire the right degree of learning to equip oneself with the leverage amidst the competition (Department of Education, 2012).

As the world has experienced dramatic changes in terms of education brought by this pandemic, I chose this problem in a reason that it caters my interest in appreciating the efforts of my pupils in answering the tests given to them even in Modular Distance Learning setting. Additionally, in Technology and Livelihood Education (T.L.E.) it is a subject that requires skills and it caught my attention on how this new mode of learning can be beneficial for my learners.

The Department of Education (DepEd) released DepEd Order No. 11, s. 2020 entitled Revised Guidelines on Alternative Work Arrangements in the Department of Education during this COVID19- Pandemic situation, the Department of Education has set elective work plans for its staff, including the teachers, as the nation keeps on grappling with the coronavirus emergency. A lot of reactions and feed backs gained on this alternative work arrangement as it benefit those employees working from home. The employees are happier working from home than in the office; increased time to spend with the family, less stress of traveling in peak traffic, and the flexibility that comes with working in the home are all contributing factors to their increased happiness (Garg, 2015)

By profession, it is my prior concern to assess and gauge the learning of my pupils on how well they perform. Furthermore, by choosing this problem I will be able to hone my teaching skills even if it does not require face-to-face classes. Through this, problem, will give me better ways on how to adapt and develop my personal tactics in delivering my lesson.

Upon choosing the topic, the problem I want to address and solve is the low scores of my pupils in the said subject specifically in Information and Communication Technology (T.L.E.- ICT). This urges me to study more about the possible reasons on why it happened so. Through this study it will be beneficial for the pupils, teachers, and to researchers with the same problem.

With the aforementioned details, the researcher is greatly motivated to focus on his study on the effects of printed Modular Distance Learning Approach to the performance of the test scores of the Grade 5 pupils in TLE-ICT.

This study aimed to determine the Effectiveness of Modular Distance Learning Approach to the Performance of the Grade 5 pupils in TLE-ICT. The findings of the study served as a basis of a proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the pretest performance of the Grade 5 pupils in TLE-ICT before the integration Of the Learning Activity Sheets?

2. What is the posttest performance of the Grade 5 pupils in TLE-ICT after the integration Modular Distance Learning Modality Approach?
3. Is there a significant difference on the pretest and posttest performance of the Grade 5 pupils in TLE-ICT before and after the integration Modular Distance Learning Modality Approach?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant difference on the pretest and posttest performance of the Grade 5 pupils in TLE-ICT before and after the integration Modular Distance Learning Modality Approach.

II. Methodology

Design. This study utilized the quasi-experimental method of research to test the Modular Distance Learning approach and its effects to the performance of the Grade 5 pupils in TLE-ICT subject. The results were basis for an intervention Plan. The researcher utilized random Sampling in identifying the respondents of the study. Magsaysay Elementary School in Palompon South District in the Division of Leyte is the main locale of the study. The 19 Grade 5 learners are the main respondents of the study and the data portfolio and feedback forms were utilized. This research is mainly focused to gather data on: The Effectiveness of the Learning Activity Sheets to the performance of the Grade 5 pupils; The pretest and posttest scores performance.

Sampling. There are 19 total number of Grade 5 learners are those learners who are included in the study and the primary means of reach is through messenger account and cell numbers of the students and parents as well as limited face to face to the students based on the approved schedules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The researcher formulated the following procedures as guide in gathering of data:

The researcher asked permission from the Schools Division Superintendent as well as to the Public School District Supervisor (PSDS) to conduct a research study in the school.

The researcher immediately conducted an orientation to the teachers who will conduct the test. The research instruments were administered to the identified respondents. Then the teacher used the Learners Activity Sheets formative test questionnaires in determining the pretest and posttest performances of the respondents focusing on the 3rd Grading (Most Essential Learning Competencies in the TLE-ICT subject).

After conducting the pretest, the researcher immediately starts the intervention/activities by giving the printed Learners Activity Sheets in Filipino to the identified participants. Then after 4 weeks of implementing the intervention in learning the different learning competencies in TLE-ICT. 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 Improvements

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

Treatment of Data. The effectiveness of the Learning Activity Sheets to the performance of the Grade 5 pupils in TLE-ICT was the man focused in the study and was treated through a weighted mean. The same data was used to find the significant difference between the pretest and posttest performance.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 5 IN TLE ICT

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	0	0
17-24	Good	17	89
9-16	Fair	3	11
1-8	Poor	0	0
Total		19	100
Weighted Mean		20.11	Good

Table 1 presents the pre-test performance of the Grade 5 pupils in Technology Livelihood Education on Information and communication technology. The researcher consolidated this data of the Grade 5 pupils before the integration of the Learners Activity Sheets. These Learners Activity Sheets is contextualized in nature in which the writers or teachers are making the different learning materials which the bases are coming from the central office or barometers are coming from the Bureau of Learning Resources Division from the central office in which all the writers in the field are obliged to follow the norms or standards may it be Self-Learning Modules or those

materials which are crafted locally which are also called Learners Activity Sheets. Based from the results in table 1, there was no respondents belong to the Poor level of performance which the score is ranging from 1-8 the same with the Excellent level of performance and very good level of performance which the score ranges from 25-32 and 33-40 test score intervals. In this table also it reveals that the only performance levels that the respondents belong is on the fair level of performance having the score ranging from 17-24 having 3 total respondents or 11 percent while majority of the respondents belong to the good level performance having 89 percent or 17 total number of respondents out of the 19 over all total of respondents or 100 percent.

The results in table 1 which is purely focused the pretest performance of the Grade 5 pupils in TLE-ICT subject in which the respondents are not yet experience the integration of the Learners Activity sheets in teaching TLE-ICT implied that even if the Grade 5 teachers are not yet involved to the new or unique as the researcher say in acquiring or improving skills on the different topics delivered by the teachers still they gained good level of performance having a Weighted mean of 20.11 and interpreted as Good. For almost 2 years already after the pandemic hit the entire world and make the learning miserable to all the students, teachers and parents, it has a great manifestation that the learners are really learning with their own style of learning considering that the Department of Education shared different techniques or strategies to the teachers so that they will be aware on what to do in delivering the different topics of the TLE ICT based on the MELCs or Most essential learning competencies thus, the students already adjusted their pacing of learning through the different learning strategies. Furthermore, the positive impact of the parents strong support to their learners and to the school in general also one of the basis why the pupils really learn the topics and gained good level of performance. Moreover the reasons why there are pupils gained fair level of performance in the TLE-ICT are may be somehow the parents or guardian did not really support 100 percent to the academic development of their children and some are less or not really knowledgeable on the content of the subject or topics presented by the teachers thus, they cannot really give full technical assistance to the needs of their children specially to those topics which are difficult to comprehend.

Table 2
POST TEST PERFORMANCE OF GRADE 5 IN TLE-ICT

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	6	32
25-32	Very Good	13	68
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		19	100
Weighted Mean		31.26	Very Good

Table 1 presents the posttest performance of the Grade 5 pupils in Technology Livelihood Education on Information and communication technology. The researcher consolidated this data of the Grade 5 pupils after the integration of the Learners Activity Sheets. These Learners Activity Sheets is contextualized based the present topics to be discussed by the teacher specially on the 3rd grading period which the writers or teachers are making the different learning materials in which those are crafted based on the standard set by the central office particularly on the Bureau of Learning Resources Division in which all teachers in the field are obliged to follow the standards in developing Learners Activity Sheets.

Based from the results in table 1, there was no respondents belong to the Poor, fair and good level of performances which the score is ranging from 1-8, as well as in the 9-16 and 17-24. In this table also it reveals that the only performance levels that the respondents belong is on the very good level of performance having the score ranging from 25-32 having 13 total respondents or 68 which are majority among all the levels while the very good level performance having 6 total number of respondents or 32 percent out of the 19 over all total of respondents or 100 percent.

The results in table 2 which is purely focused the posttest performance of the Grade 5 pupils in TLE-ICT subject in which the respondents are already exposed on the utilization of Learners Activity sheets in teaching TLE-ICT implied that the through the Grade 5 teachers who were able to integrate the LAS in the delivery of the most essential learning competencies in the TLE-ICT topics for the 3rd grading period are clearly manifested that the learners somehow improve their performances or skills based on the topics delivered by the teacher having gained a performance Weighted mean of 31.26 and interpreted as very Good. As pandemic continue hitting the entire world and make the learning miserable to all the students, teachers and parents still they did not stop learning or acquiring knowledge may it be on their own learning technique or guided by the teachers. it has a great manifestation that the learners are really learning with their own style of learning and shared different techniques or strategies to the teachers thus, they really already learned and know how to deal with different challenges in gaining knowledge. Furthermore, the positive impact of the parents as well as strong support of the school particularly to the teachers and to the entire community really help the pupils learn the topics and gained very good level of performance.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 5 in TLE ICT

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 5 TLE ICT	20.11	31.26	1.224	0.014	Reject H _o	Significant

Table 3 shows the pretest and posttest performance of the Grade 5 pupils in the Technology and Livelihood Education- Information and communication technology subject before and after integration of the Learners Activity Sheets to the topics in the aforementioned subject. The table presented test Scores in which the pre-test score or performance is equal to 20.11 and it is lower than the posttest score or performance which is equal to 31.26 which is resulted to the computed p value which is equal to 1.224 and it can be gleaned that it is greater than the critical t value of 0.014 at the level of significance equal to the 0.05. So, the hypothesis which states that there is no significant difference between the pretest and posttest test scores of the grade 5 in TLE-ICT before and after the implementation of the Learners Activity Sheets is rejected.

The results in table 3 regarding the test of difference of the pretest and posttest performance of the Grade 5 pupils in TLE-ICT before and after the integration the learners Activity Sheets in the delivery of the topics in the 3rd grading of the TLE-ICT subject implied that though they are already exposed to the different learning strategies as mandated by the department of Education based on the DepEd memo no. 162 s. 2022 in acquiring knowledge and skills in learning the different topics on the aforementioned subject. The researcher can attest that the learners of the Grade 5 learners are still need for them to experience through the integration of the learners activity sheets aside from the different learning materials such as video lessons, self-learning modules in order for them to increase their performances . In other words if the students will be exposed to the different learners activity sheets based on the different learning competencies there are tendencies that they will be more improved compared to the time when they are utilizing the national materials. Another reason for the increase of results in the pretest and posttest performances of the grade 5 pupils is that students have gained normal support from their parents or guardian as they continue learning the different topics introduced by their teachers.

IV. Conclusion

Based from the findings of the study, the Learners Activity Sheets are not significantly effective in improving the performance of the Grade 5 pupils in TLE-ICT. Thus, the utilization of the Learners Activity Sheets which are locally crafted or contextualized are very helpful in improving the learners performance and it can be further explained that it can be part of the learning materials or strategies aside from the different modalities stipulated in the DepEd Memorandum.

V. Recommendations

1. Based from the results of the study teachers should adopt the enhancement plan to improve the academic performance of the learners.
2. School Head should monitor and evaluate Learners' activity sheets if its undergo quality assurance from the authorized personnel of the Division Office.

3. The teacher should create contextualized Self Learning Materials and or Learners Activity Sheets which focus on the different difficult topics in TLE-ICT or even other subjects in order to validate the effectiveness of the intervention.
4. Teacher should contextualize learning materials based on the localized context in which it could be easily understood by the learners.
5. All teachers in the school should give learners activity sheets to their pupils which are easy and capable of answering by them so that they will be easily be motivated to work hard in completing the tasks.
6. In relation to the abovementioned, the researcher is giving the authority to those future researcher to conduct or do the same study to verify the usability and significance of the study.

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