

Effectiveness Of Teacher-Made Video Lessons To The Performance Of Grade 2 Pupils In Araling Panlipunan

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Abstract — This study evaluated the effectiveness of Guided Reading Intervention to the Performance of the Grade 1 Pupils in English in Visares Elementary School in the Division of Leyte. The findings of the study were the bases for a Proposed Improvement Plan. The study utilized the Quasi Experimental type of research Design to evaluate the effects of Guided Reading Interventions to the test performance of the Grade 1 pupils in English based on the different most essential learning competencies for the 1st grading period In Visares Elementary School. The researcher utilized Universal Sampling in identifying the respondents of the study. The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances of the Grade 2 learners before and after the integration of the teacher-made video lessons in the delivery of the most essential learning competencies in Araling Panlipunan which focuses on the learning competencies stipulated on the activity matrix prepared by the researcher herself. Based from the results in table 3, it shows that the pretest performance is lesser than the posttest performance of the Grade 2 pupils before and after the integration of the Teacher-made video lessons which resulted to a computed t value of 0.997 and having the critical t value of 0.141. The result implied that in after embedding different teacher made video lessons in delivering the different learning competencies is very effective because after the respondents received the intervention the result of the Grade 2 learners are quite excellent causing them to have skills or performance equivalent to a very good level of performance result. The results further explains that they really love to learn the subjects while having fun showing the different video lessons presented by the teacher during class session. In other words they are really motivated to learn the subjects if they will see how and why the things are to be learn through the different learning materials- video lessons. So, the Hypothesis which states that there is no significant difference on the pretest and posttest performance before and after the integration of Teacher-made video lessons in the delivery of the most essential learning activities is rejected thus, the integration of the intervention which is the teacher-made video lessons is very effective in improving the learning performance of the Grade 2 pupils.

Keywords — *Effectiveness Teacher-made video lessons Performance Grade 2 Pupils Aral Panlipunan*

I. Introduction

The use of videos in teaching and learning serves not only benefit students, but also teachers. The use of video lesson in Mathematics allows for more efficient processing and memory recall. The visual and auditory nature of videos allows each user to process information in a way that is natural to them. Video based materials boost students' creativity and cooperation. Access to video can help motivate students to create a distinctive context for their learning experience. Video Lessons, asynchronous nature of videos allows them to be shared to each other and at all hours of day and night. This is a great solution for pupils who are unable to go to school in person because of this pandemic situation.

Those with poor reading skills when assessed properly are diagnosed with reading disabilities. Poor reading skill is manifested in poor comprehension, and wrong pronunciations, among others. If no proper intervention is administered early, it could affect the academic, social, and psychological development of the child. As such, proper reading not only helps us to gain knowledge but also empowers us with the power of reasoning. It enables us to understand things better and gives direction to our lives.

Reading develops our imagination and intelligence, helps us to think, strengthens our vocabulary, and improves memory power. Reading teaches you new words and perspectives. It helps strengthen language and sharpens sentence structure. It gives you a better command of the language.

The reading ability of the child cannot be enhanced without proper and constant monitoring. Parents and teachers are working hand in hand to develop the reading ability of the pupils hence the parent plays a great role in developing the reading progress of their child. Therefore, a response to intervention integrates assessment and intervention within the schoolwide, multi-level prevention system to maximize student achievement and reduce behavior problems. One of the key aspects of response to intervention is that it's multi-level and school wide. We may refer to the tiers as the level of prevention.

With Response to Intervention the school can identify students at risk for poor learning outcomes, monitor students' program, provides evidence-based intervention, and adjust the intensity and nature of these interventions based on student's responsiveness, and it may be used as a part of the determination process for identifying students with specific learning disabilities.

The central focus of reading intervention should be both word recognition and reading comprehension. Besides the content taught during the intervention, educators need to be intentional with their instruction of students who are struggling with reading difficulty. One of the most important interventions for reading is simply reading. A huge principle in building any skill, is you get better at what you practice. If you spend time practicing reading. Shared reading is a great method for boosting the confidence of struggling readers. As the teacher activates knowledge, the readers are beginning to identify potential vocabulary that may be used in the text.

A best practice is firstly defined as an intervention that has shown evidence of effectiveness in a particular setting and is likely to be replicable to other situations.

Problems met.

In the Implementation of DepEd Memorandum No. 162 s. 2020, or the suggested leaning modality in the delivery of the most essential learning competencies in all subject areas, the researcher really experience difficulties in the delivery of the lessons considering that she cannot approach the children or learners due to some restrictions and of course afraid in the covid virus. Having been said that, there are tendencies that the learners are just learning on their own meaning. All their performances are just basing on their capacity to think and learn to the different modules given to them. There are tendencies also that there are parents or guardian that do not know how to read and write which also add to the burden of the parents because it will also reflect to the learners performance.

Another challenge of the researcher is that since she is handling Grade 2 learners, it is also given that these learners are product of pandemic in which they have not experience face to face or regular conduct of classes having interaction to their teachers in the delivery of the most essential learning competencies in Araling Panlipunan meaning, all their learning are just basing on their capacity and comprehend to the topic presented as well as on how their parents or guardian taught them to the different topics given to them using the Self-learning modules or the learners acitivity sheets in Araling Panlipunan.

During the intervention these are some of the problems; children may struggle with reading for a variety of reasons, including limited experience with books, speech and hearing problems, and poor phonemic awareness. They mispronounce or skip words when reading, preferring instead to read the words they recognize first and fill in the unknown words later. Or if they can't decode the word, they will guess the words.

The different reasons and findings of the teacher-researcher pushed her to conduct this study in order to help learners learn the subject through the different learning strategies or modalities particularly on the usage of video lessons which are contextualized according to the needs of the learners and hoping that these video lessons could augment the need of the learners as well as to the teachers that sooner or later all the Grade 2 learners will be forwarded to the next level of basic education with learning that they have gained out from the intervention shared or delivered by the teacher-researcher. This study is also conducted in order to help increase their academic performance in which their academic grades should not less than 79 percent based on the DepEd Order no. 25 s. 2022 so that there will be no remediation that will be happening every after 4th grading period and teachers will no longer give their extra time and effort in teaching the learners thus, they will also be spending their time with to their respective families.

Hence, this study was conducted to find evaluate whether there is an Effectiveness of Teacher-Based Video Lessons to the performance of Grade 2 pupils in Araling Panlipunan

This study was conducted in order to evaluate the Effectiveness of Teacher-Made Video Lessons and performance of Grade 2 pupils in Araling Panlipunan. The findings of the study were 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 2 pupils before the integration of Teacher-Made Video Lessons in Araling Panlipunan in the first Grading?
2. What is the post test scores of the grade 2 pupils before the integration of Teacher-Made Video Lessons in Araling Panlipunan in the first Grading?
3. Is there a significant difference between the pretest and posttest scores before and after the integration of teacher-based video lessons in in Araling Panlipunan in the first Grading?
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 teacher-made video lessons in in Araling Panlipunan in the first Grading.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Teacher-Made Video Lessons and performance of Grade 2 pupils in Araling Panlipunan. In the Quasi- experimental research design, the researcher prepared teacher-based videos lessons that focused 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 that will be significant in the study. This determine how effective is the Teacher-made video lessons that was crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the Grade 2 pupils in the delivery of the most essential learning competencies in 1st grading period for the Araling Panlipunan. In the Quasi- experimental research design, the researcher prepared different validated teacher-made video lessons that were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study or not. The main local of the study is the Mahalit Elementary School which is located in Brgy. Mahalit, Merida Leyte under the Merida District in the Division of Leyte. , the main respondents that was chosen by the teacher-researcher was the Grade 2 pupils which were underwent series of evaluation prior to the implementation of the different Teacher-made video lessons in Araling Panlipunan that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Grade 2 learners to gather data: The pretest performance of the Grade 2 pupils before the giving of the different Teacher-made video lessons which most probably crafted based on the different needs of the Grade 2 learners as well

as based on the least learned competencies , The Posttest performance of the Grade 2 pupils after the implementation of the Teacher-made video lessons, as well as the significant difference of the pretest and posttest before and after the implementation of the Teacher-made video lessons in the delivery of the most essential learning competencies in teaching Araling Panlipunan for the First Grading Period. The researcher prepared different validated Teacher -made video lessons that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, after which all the learning materials were forwarded to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting teacher-made video lessons, those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings.

Sampling. There are 30 total number of respondents who were chosen using universal sampling technique. 16 respondents of the study were males and 14 were females and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data, they are in their respective homes. Another way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Araling Panlipunan subject particularly on the Key Stage 1-grade 2 level from the Self Learning Modules or from the Learners Activity Sheets that were focused on the different competencies in the 1st grading period based on the approved activity matrix that covers 4 weeks or 1 month. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the utilization of the Teacher-made Video lessons as Intervention to be given to the Grade 2 pupils in the delivery of the most essential learning competencies. The 20 test item test questionnaires was prepared to validate the performance level of the grade 2 respondents. After one month of the intervention, posttest was given to the grade 2 pupils with the same test questionnaire including the Table of Specification to really see that those materials used in the study are following the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the Guided Reading Intervention together with the different Teacher-made Video lessons materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman

of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. The teacher researcher asked permission to the parents and or guardian of the learners to get full support from them. Orientation of the respondents both the learners and the teachers including the School Principal were done. In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, 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 to writer pseudonym instead.

Treatment of Data. The Effectiveness of teacher-made video lessons to the test Performance of the Grade 2 pupils in Araling Panlipunan particularly on the performance gained by the respondents during the pretest and posttest as well as to the test of difference of the test performance before and after the integration of the teacher-made video lessons are the area of focused and was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 2 PUPILS IN ARALING PANLIPUNAN

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	7	34
9-12	Good	11	52
5-8	Fair	3	14
1-4	Poor	0	0
Total		21	100
Weighted Mean		11.0	Good

Based on the different result of the study, video lessons are one of the effective learning materials that could enhance the learning or performance level of the learners specially to those subject which are very difficult to learn. This learning materials could help the learners motivates them to learn even to those subject which are somehow for others very boring to learn to and thus the results could be frustrating on the part of the learners as well as to the teachers. One of the researches also published that learners are having fun in learning the subject if they can see object moving compared to those materials which they can read such as books, references and or self-learning modules in particular.

The table 1 above shows the pretest performances in Araling Panlipunan of the Grade 2 pupils who were not yet expose to the different teacher-made video lessons based on the most essential learning competencies in teaching the subject. Based on the results in the pretest performances of the Grade 2 pupils its already quite good as the researcher discusses on the next paragraph about the result of the pretest prior to the integration of the different video lessons that will be validated by some experts in the school or in the district in general.

Based on the result in table 1 which fucoses on the pretest performance of the Grade 2 pupils before the integration of the Teacher-made video lessons as chosen intervention for the grade 2 pupils. Prior to the given of the intervention to the learners, the respondents have some backgrounds on how to deal with the different lessons which involve different learning gadgets that could help them to think in accordance with the norms and standard of the Department of Education. Based from the results in Table 1 which coming from the stock knowledge of the grade 2 pupils in learning the Araling Panlipunan subject shows that in the 5 class limits based on the statistical treatment, majority of the respondents are belong to the good level of performance which is equal to 11 total number of respondents or 52 percent, these level of performance is considered

as good performing level while the second dominant percentage is on the score ranging from 13-16 which means that there are 7 respondents or having the equivalent percentage of 34 percent which is second to the dominant number of percentage who are belong to this level out from the 21 total number of respondents who were validated before the integration of the teacher-made video lessons in the topics which focus in the First Grading period. On the other hand, the respondents which are belong in the fair level of performance having the score ranging from 5-8, there are 3 respondents or 14 percent out of the 21 total number respondents who took the examination or pretest which compromising the 100 percent of respondents tested. Moreover, in the most or highest level of performance which is in the excellent level of performance, having the class limit of 17-20, and to lowest performance level which is in th poor level of performance having the score ranging from 1-4, these are 2 level of performances having no respondents belong to these level or 0 percent out of the 100 percent of grade 2 pupils tested.

The result implied that most of the Grade 2 pupils on the pretest performance in Araling Panlipunan while they are not still receiving the intervention which is the Teacher-made video lessons, majority of the them are in the good level having a weighted mean of 11.00 which means that the grade 2 learners are already exposed or some of them have already experience the different materials which are related to the video lessons to be presented to them as intervention. Considering that during pandemic, majority of the modality is either video presentation either off-line or on line that the teachers have been prepared every week. So the result, some of the learners are really experiencing fun while learning using the different video lessons. The results further explains that since in the excellent level, there were none from the total respondents who took the examination belong in this area, in could be explain that all of the respondents are not really mastered the different learning competencies given to them through the different test questions coming from the summative test questions from the self-learning modules. Meaning they need to really give reinforcement to attain the goal and mastering the topic. In the very good level of performance having thirty percent of the total class belong to the aforementioned level of performance. It can further explain that this learners have already the idea of the different topics presented to them during the implementation of the different learning modalities in the delivery of the most essential learning competencies in Araling Panlipunan. Another reasons why those learners belong to this level of performance is that , maybe they have parents or guardian who are very supportive in the learning stages thus, they give their child or children the best support that they can give while learning the subject. In the Good level of performance also, in which there are 50 percent of the learners who are considered good, meaning that 50 percent of the learning competencies that were delivered by the teachers are with their reached meaning learned out from the discussion, plus additional support from the parents were given to them that help them augment the need that have experience during the implementation of the different learning modality. On the area where very challenging on the part of the teacher as well as to the parents or guardian, having their child or children belong to fair level of performance, the learners who are belong to this level are the ones who need be saved when it comes to coping up with their performances meaning, they really need to experience another learning intervention that will help them learn the topics. In other

words in order for the grade 2 learners to be equipped to the necessary things that they really need in learning the Araling Panlipunan subject, one must take a move and try to create avenue that could help them to be more motivated and passionate in learning the different topics to be delivered by the teachers. Thus, teacher-made video lessons is one of the ways to help these learners. In this way, it could make the learning and teaching process lively that makes also the learners have enthusiasm to learn, as well as to the parents or gurdian which means if the results of their learners are good and can be accepted to the norms or standard of DepEd, there are possibilities that the parents will also have strong support to the school and help implement to the different program, projects and activities to the school that later will result to the excellent performance of the school also as a whole.

Table 2
POST-TEST PERFORMANCE OF GRADE 2 PUPILS IN ARLING PANLIPUNAN

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	12	57
13-16	Very Good	5	24
9-12	Good	4	19
5-8	Fair	0	0
1-4	Poor	0	0
Total		21	100
Weighted Mean		16.10	Very Good

The table 1 above shows the posttest performances in Araling Panlipunan of the Grade 2 pupils who were already exposed to the different teacher-made video lessons that was prepared by the based on the most essential learning competencies in teaching the subject for the first grading particularly on the 4 weeks of the implementation of the intervention. Based on the results in the posttest performances of the Grade 2 pupils is already improved based on the general results on the different level of performances depending on the score given.

Based on the result in table 2 which fucoses on the posttest performance of the Grade 2 pupils after the integration of the Teacher-made video lessons as chosen intervention for the grade 2 pupils. Afte given the intervention to the respondents, Since they have idea in learning the lessons/topics which involve different learning gadgets there are really tendencies that they will improve their skills or performances. Based from the results in Table 2 which are the results after giving the intervention to the grade 2 pupils in learning the Araling Panlipunan subject, it shows that majority of the respondents are belong to the excellent level of performance which is equal to 12 total number of respondents or 57 percent after they already received the different topics of delivered by the teachers while the second dominant percentage is on the score ranging from 13-

16 which means that there are 5 respondents or 24 percent from the 21 total number of respondents who were validated after the integration of the teacher-made video lessons in the topics which focus in the First Grading period. On the other hand, the respondents which are belong in the good level of performance having the score ranging from 9-12, there are 4 respondents or 19 percent. Moreover, there are 2 level of performances namely the fair and Poor level of Performances having no respondents belong to these level or 0 percent out of the 100 percent of grade 2 pupils tested.

The result implied that most of the Grade 2 pupils on the posttest performance in Araling Panlipunan after they received the aforementioned which is the Teacher-made video lessons, majority of the them are in the very good level of performance having a weighted mean of 16.10. This results further explains that the Grade 2 learners who are happen to be the respondents of the study have positive inputs or they are really optimistic to accept the improved teacher-made video lessons that were validated and more enhanced compared to the past video lessons they have experience. Some of the reasons for the positive results is that some of the video lessons presented by the teacher to the learners are contextualized based on the local ideas compared to the videos found in the DepEd portal. It could further explain that those learners belong to the excellent level of performance have really learned from the intervention given by the teachers and thus, learners have learned of the different topics presented to them during the implementation of the teacher-made video lessons in the delivery of the most essential learning competencies in Araling Panlipunan. Another reasons why those learners belong to these very nice performance level in which majority of them in the excellent level, maybe the learners really love how the teacher-made video lessons are being crafted that really showed up their potential to learn to learn the subject. Another thing is that they have parents or guardian who are very supportive in the learning stages thus, they give their child or children the best support that they can give while learning the subject. In the Good level of performance which somehow decreases in terms on the number of respondents, these can be further explains that compared on the results in the pretest, some of the learners are really excel in their learning on the different topics presented to them having in 25 percent of the learners who are considered good, meaning that 75 of the learning competencies that were delivered by the teachers are with their reached meaning learned out from the discussion, plus additional support from the parents were given to them that help them augment the need that have experience during the implementation of the different learning modality. On the area where very challenging on the part of the teacher as well as to the parents or guardian, if their child or children belong to the poor and fair level of performance, the learners who are belong to this level are the ones who need be saved when it comes to coping up with their performances meaning, they really need to experience another learning intervention that will help them learn the topics but in this case, from the them have reach this very low performance. In other words in order for the grade 2 learners have already equipped to the necessary things that they really need in learning the Araling Panlipunan subject. One thing that could help them improve their performances specially on the test scores is through creating avenue that could help them to be more motivated and passionate in learning the different topics to be delivered by the teachers. Thus, teacher-made video lessons is one of the ways to help these learners. In this way, it could make the learning and

teaching process lively that makes also the learners have enthusiasm to learn, as well as to the parents or gurdian which means if the results of their learners are good and can be accepted to the norms or standard of DepEd, there are possibilities that the parents will also have strong support to the school and help implement to the different program, projects and activities to the school.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 2 Pupils in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 2 in AralPan	Pre	11.00	0.997	0.141	Reject H ₀	Significant
	Post	16.10				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances of the Grade 2 learners before and after the integration of the teacher-made video lessons in the delivery of the most essential learning competencies in Araling Panlipunan which focuses on the learning competencies stipulated on the activity matrix prepared by the researcher herself.

Based from the results in table 3, it shows that the pretest performance is lesser than the posttest performance of the Grade 2 pupils before and after the integration of the Teacher-made video lessons having the result of 11.00 weighted mean and the posttest which is equal to 16.10 which resulted to a computed t value of 0.997 and having the critical t value of 0.141.

The result implied that in after embedding different teacher made video lessons in delivering the different learning competencies is very effective because after the respondents received the intervention the result of the Grade 2 learners are quite excellent causing them to have skills or performance equivalent to a very good level of performance result. The results further explains that they really love to learn the subjects while having fun showing the different video lessons presented by the teacher during class session. In other words they are really motivated to learn the subjects if they will see how and why the things are to be learn through the different learning materials- video lessons. So, the Hypothesis which states that there is no significant difference on the pretest and posttest performance before and after the integration of Teacher-made video lessons in the delivery of the most essential learning activities is rejected thus, the integration of the intervention which is the teacher-made video lessons is very effective in improving the learning performance of the Grade 2 pupils.

IV. Conclusion

Based from the findings of this study embedding the different teacher-made video lessons can improve the skills of the learners specially on the topics which are very difficult to comprehend. Moreover, as the learners exposed to the things that can be seen by their naked eyes could help the learners think and comprehend the subject.

V. Recommendations

1. The proposed improvement plan should be utilized by the grade 2 Teachers to the respective grade 2 learners so that they can assess their reading skills and evaluate their capacity in reading.
2. The teachers in reading should integrate and practice the use of guided reading intervention through the use of the different aspects with the different learning materials based to the most essential competencies to monitor and validate the learners' reading skills.
3. The school head should conduct LAC Session during 11 weeks of every grading period in order to properly implement the plan and execute the different activities stipulated in the plan.
4. The School Head should closely monitor the teacher's daily activities specially to the activities that focuses on the improvement of the learners particularly on the Araling Panlipunan subject.
5. In relation to the abovementioned, the researcher is giving the authority to conduct the same study to validate the effectiveness of the teacher-made video lessons to the performance of the Grade 2 pupils.

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AUTHOR'S PROFILE



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The author is born on June 11, 1977, in Tacloban City, Leyte. She finished her Bachelor of Science in Secondary Education at the Leyte Normal University of Tacloban City in 1998. She took up a supplemental Bachelor of Elementary Education course at Western Leyte College in 2000 as her second course. She valued her teaching position for 18 years in the Department of Education as teacher III. She is presently enrolled in a master's degree in School Administration and Supervision at Western Leyte College.

The work that she has now as an elementary teacher is quite fulfilling and challenging. But it never stops her to pursue her dream and continued to work on her thesis writing entitled; The Effectiveness of Teacher-Made Video Lesson to the Performance of the Grade II pupils on Araling Panlipunan.