Effectiveness of The Quality Assured Learners' Activity Sheets and Video Lessons To the Performance of The Grade 1 Pupils in Reading

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Abstract — This study was conducted to evaluate the Effectiveness of Quality Assured Learners Activity Sheets and Video Lessons to the Performance of the Grade 1 Pupils in Reading. The findings of the study were the bases for the proposed Intervention Plan. This study utilized the Quasi-Experimental research design to determine the Effectiveness of the quality assured Learners ' Activity Sheets and video lessons to the Performance of the Grade 1 pupils in Reading. In the Quasi- experimental research design, the researcher prepared the Quality assured learners activity sheets and 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.

The test of difference between scores in the pretest and posttest of the Grade 1 pupils in Reading subject. The scores are coming from the results of the grade 1pupils based on their learnings from the past approaches as well as to the new interventions given by the researcher. Based from the results in table 3, it shows that the results of the pretest and posttest scores revealed having an increased in test scores performance in which the grade 1 pupils garnered 11..20 in the pretest scores performances while in the posttest performances they garnered 14.72 percent. It can be noticed that there was an increase of the performance of the Grade 1 learners when it comes to the test scores performance which resulted to the computed T value of 0.841 that is greater than the critical t value which has an equivalent result of 0.213. From the results in the pretest and posttest performances of the grade 1 pupils before and after the integration of the quality assured learners activity sheets and video lessons, the researcher can now make a decision regarding the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils before and after the integration of quality assured Learners Activity Sheets in Reading is rejected.

The results which were determined based on the significant difference in the pretest and posttest scores of the Grade 1 pupils before and after the utilization of the quality assured learners activity

sheets and video lessons implied that utilizing the quality assured learners activity sheets and video lessons in the delivery of the different topics of Reading is significantly effective in improving the test performance of the respondents which are the Grade 1 pupils and it is further explain that the intervention brought about   positive impact to the Grade 1 pupils learning paces because of the fact that the results in the pretest performance are lower than compared to the posttest performance thus utilizing the said intervention is a good action to be taken by the school personnel in order to address the different gaps identified by the learners, teachers, and parents.

Keywords — Effectiveness; Quality Assured Learners' Activity Sheets; Video Lessons; Grade 1 Pupils; Reading

I.   Introduction

Due to the complex nature of healthcare professionals' roles and responsibilities, the education of this workforce is multifaceted and challenging. It relies on various sources of learning from teachers, peers, patients and may focus on Work Integrated Learning (WIL). This requires a systematic approach to evaluation of online teaching and learning adaptation, in comparison to the previous format, where, in person education may have been the focus. The COVID-19 pandemic has impacted many of these learning opportunities especially those in large groups or involving in person interaction with peers and patients. Much of the curriculum has been adapted to an online format, the long-term consequence of which is yet to be recognized. The changed format is likely to impact learning pedagogy effecting both students and teachers.

The challenges brought to light by the coronavirus pandemic, specifically the implementation of different distance learning delivery modalities, have sparked a larger conversation about the role grades play in student learning, prompting education sectors to rethink traditional grading schemes. The grading system implemented in this interim policy provides reasonable leniency to learners who are put to a larger disadvantage by the pandemic, but at the same does not compromise the integrity and principles of assessment and grading. (DepEd Memo No. 162 s. 2020)

During the COVID-19 pandemic, both teachers and students have experienced a unique situation. This unique experience may likely yield some uncertainty and stress and require them to adapt and adjust to the new way of being during the pandemic and its unforeseen challenges. Considering this, some of the factors outlined in will be examined further in the surveys , in addition to asking participants about their perceived effectiveness to adapt to changes during the pandemic. Hence using activity sheets and video lessons particularly in grade 1 pupils and its effect to the performance of grade 1 pupils in reading the concerns of teachers and parents .

This study is conducted to evaluate how learners and teachers engage with the online delivery of the curriculum, pupils performance, and resources used to implement these changes. It also aims to evaluate   reading literacy outcome of student learning attributes and impact on

outcomes, which is poorly reported in educational literature. Online education is the delivery of learning materials using internet for student-student and student-teacher interaction and for distributing educational materials. Over the last decade, with advancement of technology-assisted learning, teachers have started using online learning platforms to promote self-directed learning and assessment in pupils.

This study was conducted to evaluate the Effectiveness of Quality Assured Learners Activity Sheets and Video Lessons to the Performance of the Grade 1 Pupils in Reading. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the Grade 1 pupils before the integration of Quality Assured Learners Activity Sheets (LASs) and Video Lessons?
2. What is the post test scores of the Grade 1 pupils after the integration of Quality Assured Learners Activity Sheets (LASs) and Video Lessons?
3. Is there a significant difference between the pretest and posttest scores of the kindergarten pupils before and after the integration of Quality Assured Learners Activity Sheets (LASs) and Video Lessons?
4. What intervention 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 of the kindergarten pupils before and after the integration of Quality Assured Learners Activity Sheets (LASs) and Video Lessons?

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of the quality assured Learners ' Activity Sheets and video lessons to the Performance of the Grade 1 pupils in Reading. In the Quasi- experimental research design, the researcher prepared the Quality assured learners activity sheets and 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 study used the Quasi-Experimental type of research design in determining the Effectiveness of the quality assured Learners ' Activity Sheets and video lessons to the performance of the Grade 1 pupils. The main purpose of the study is to determine varied activities that needs to be addressed to the respondents in order to empower the learners to become more independent readers for a given period of time. . In the said diagnostic reading test, the researcher utilized the CRLA and at the same time the Phil-IRI in a particular test part required of Grade 1pupils to read. Out of the materials given there were five words to be used in familiarizing the letters in the alphabet. The output of this study is to provide help to the teachers to deliver the different learning

competencies in teaching reading to help the learners improved their reading skills and performances. This study used the quasi-experimental method of research to evaluate the quality assured Learners ' Activity Sheets and video lessons to the performance of the Grade 1 pupils. In the Quasi- experimental research design, the researcher prepared the different learning materials based on quality assured Learners ' Activity Sheets and video lessons based on the different learning competencies for the learners to read that focuses on the reading materials to validate their performance or reading skills. Some of the skills focus in this study are 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 is to determine how effective is the reading materials through quality assured Learners ' Activity Sheets and video lessons that were 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 Kindergarten in the delivery of the most essential learning competencies. In the Quasi- experimental research design, the researcher prepared different validated different reading materials to augment in the delivery of the identified reading intervention. The aforementioned reading materials based on quality assured Learners ' Activity Sheets and video lessons must still be based on the different most essential learning competencies Which could be based Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the implementation of quality assured Learners ' Activity Sheets and video lessons based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study. The main local of the study is in Hugpa elementary school in the Division of Ormoc City under the Schools District Office 2. The main respondents that was chosen by the teacher-researcher was the Grade 1 learners which are composed of 25 total number of respondents which were underwent series of evaluation prior to the implementation of the different quality assured Learners ' Activity Sheets and video lessons in reading 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 Kindergarten learners to gather data: The pretest performance of the Grade 1 learners before the giving of the different validated reading materials based on the quality assured Learners ' Activity Sheets and video lessons which most probably crafted based on the different needs of the Grade 1 learners. The Posttest performance of the Grade 1 learners after the implementation of quality assured Learners ' Activity Sheets and video lessons in reading, as well as the significant difference of the pretest and posttest before and after the implementation of the quality assured Learners ' Activity Sheets and video lessons as Learning Approach in the delivery of the most essential learning competencies in teaching reading. The researcher prepared different validated quality assured Learners ' Activity Sheets and video lessons by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted reading 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 quality assured Learners ' Activity Sheets and 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 Grade 1 pupils are the main respondents of the study and the data based on the pupils'' performance ratings such as the pretest performance and posttest performance of before and after the integration of the Quality Assured Learners' Activity Sheets and video lessons were utilized. This research is mainly focused to gather data on: The effectiveness of the Quality Assured Learners Activity Sheets to the performance of the grade 1 pupils; The pretest and posttest performance of the Grade 1 pupils. . The proposed intervention plan was taken based on the findings of the study.

Sampling. The research respondents in this study are the Grade 1 pupils who were chosen through a universal sampling technique by the researcher and the one who are beneficiaries of the learning intervention. There were 25 grade 1 learners who were involved in this study. The primary means of reach is through Facebook account of their parents if there are times that during the gathering of data. Second 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 researcher were the ff: validated Summative Test Questionnaire in the subject of the Grade 1 learners from the different PHIL-IRI Materials Self Learning Modules that were focused on the different competencies based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 20 items. 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 reading materials based on through the use of different quality assured Learners ' Activity Sheets and video lessons that could augment in the delivery of the identified reading intervention to be given to the Grade 1 learners 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 1 respondents. After one month in the implementation of the quality assured Learners ' Activity Sheets and video lessons in the delivery of the most essential learning competencies; posttest was given to the Grade 1 llearners with the same test questionnaire including the Table of Specification that follows 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 quality assured Learners ' Activity Sheets and video lessons 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 Intervention 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. 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 Grade 1 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 Quality Assured Learners Activity Sheets and Video Lessons to the Performance of the Grade 1 Pupils in Reading are the main area focused was treated through a weighted mean through themes and codes. The pretest and posttest scores were used to treat the T-test of mean difference to test the significant difference of the two variables.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 1 IN READING

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	4	16
9-12	Good	17	68
5-8	Fair	4	16
1-4	Poor	0	0
Total		25	100
Weighted Mean		**11.20**	**Good**

Table 1 presents the pretest performance of the Grade 1 pupils in Reading before the integration of the Quality assured learners Activity Sheets and Video Lessons. In this table, the researcher can be concluded that there are still some areas that need improvement in which it needs monitoring in order to give specific intervention in order to address the needs of the learners.

Based from the results given in table 1 which give details on the test performance of the Grade 1 pupils which was purely came from their own knowledge based on the different strategies that they experience before the grade 1 pupils will be experiencing new interventions. Based from the results It shows that the highest percentage among the five (5) group of scores or class interval based on the frequency distribution table, the highest frequency is 68 percent or with a frequency of 17 pupils out of the 25 total number of respondents in table 1 which is considered to be on the good level of performances meanwhile the second highest number of frequencies is on the score ranging from 5-8 which has a description of very good level of performance which has an equivalent of 4 total number of respondents or 16 percent which is the same results happened in the score ranging from the 5-8 which describes as fair level of performances with equivalent frequency of 4 total number respondents or 16 percent. On the other hand, those level of performance which were not mentioned are those scores which learners are not belong on that level such a on the score ranging from 17-20 which is described as excellent level of performance and on the poor level of performance with the score ranging from 1-4.

The results implied in table 1 in relation to the pretest performance of the Grade 1 pupils before the integration of the quality assured learning activity sheets and video lessons the learners still needs another intervention or innovation considering that there are respondents who are still in the fair level of performance meaning, there are still learners who have difficulty in understanding passage in which it will be reflected on the performance of reading. The results further explain utilizing learning materials which are focus on broader aspects of the topics and didt not mind with the type of learners as well as to the type of learning environment that the

learners are living in could possibly produce not really good performance of the learners, Thus, based on the premise, they really need to give another strategies or intervention in order to experience another aspect where they will be motivated to learn. From the above-mentioned scenario of learners performance, there are issues and concerns that would somehow rising such as parents or guardian involvement not needs to be considered in which they are the ones who will be guiding their learners and give Technical assistance in necessary just to let their children learn the subject.

Table 2
POST TEST PERFORMANCE OF GRADE 1 IN READING

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	3	12
13-16	Very Good	22	88
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		25	100
Weighted Mean		**14.72**	**Very Good**

Table 2 presents the posttest performance of the Grade 1 pupils in Reading after the integration of the Quality assured learners Activity Sheets and Video Lessons. In this table, the researcher can be concluded that some areas that need improvement are being addressed due to the fact that there are big leap of the test performance from the pretest and posttest scores.

Based from the results given in table 2 which give details on the test performance of the Grade 1 pupils which was came from the idea on the new intervention given as well as to the different skills or strategies applied by the teachers on the delivery of the topics as well as to their own knowledge based on the different strategies that they experience after the grade 1 pupils were experiencing new interventions. Based from the results It shows that the highest percentage among the five (5) group of scores or class interval based on the frequency distribution table, the highest frequency is 88 percent or with a frequency of 22 pupils out of the 25 total number of respondents in table 1 which is considered to be on the very good level of performances meanwhile the second highest number of frequencies is on the score ranging from 17-20 which has a description of excellent level of performance which has an equivalent of 3 total number of respondents or 88 percent. On the other hand, those level of performances which were not mentioned are those scores which learners are not belong on that level such a on the score ranging from 9-12 down to 1-4 respectively which is described as good   level of performance down to the poor level of performance.

The results implied in table 2 in relation to the posttest performance of the Grade 1 pupils after the integration of the quality assured learning activity sheets and video lessons is really very good or really effective because the results were really improved from the pretest and posttest performances. The results further explain utilizing learning materials which are focus on specific aspects of the topics through contextualizing them based on the learners capacity could possibly produce really very good output or performance of the learners, Thus, based on the different scenario mentioned, integration of the quality assured learners' activity sheets and video lessons really help the learners in improving their skills and also it help them address the gray areas that need more attentions specially to the main helper of knowledge in which their parents or guardians. This explains further that the utilization of the new intervention creates big impact to the performance of the learners specially in on the difficult topic in reading.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 1 in Reading

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 1 Reading	Pre	11.20	0.841	0.213	Reject H$_o$	Significant
	Post	14.72				

Table 3 presents the test of difference between scores in the pretest and posttest of the Grade 1 pupils in Reading subject. The scores are coming from the results of the grade 1pupils based on their learnings from the past approaches as well as to the new interventions given by the researcher. Based from the results in table 3, it shows that the results of the pretest and posttest scores revealed having an increased in test scores performance in which the grade 1 pupils garnered 11..20 in the pretest scores performances while in the posttest performances they garnered 14.72 percent. It can be noticed that there was an increase of the performance of the Grade 1 learners when it comes to the test scores performance which resulted to the computed T value of 0.841 that is greater than the critical t value which has an equivalent result of 0.213. From the results in the pretest and posttest performances of the grade 1 pupils before and after the integration of the quality assured learners activity sheets and video lessons, the researcher can now make a decision regarding the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils before and after the integration of quality assured Learners Activity Sheets in Reading is rejected.

The results which were determined based on the significant difference in the pretest and posttest scores of the Grade 1 pupils before and after the utilization of the quality assured learners activity sheets and video lessons implied that utilizing the quality assured learners activity sheets and video lessons in the delivery of the different topics of Reading is significantly effective in improving the test performance of the respondents which are the Grade 1 pupils and it is further

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explain that the intervention brought about positive impact to the Grade 1 pupils learning paces because of the fact that the results in the pretest performance are lower than compared to the posttest performance thus utilizing the said intervention is a good action to be taken by the school personnel in order to address the different gaps identified by the learners, teachers, and parents.

IV. Conclusion

Based on the findings of the study, it showed that the utilization of the different Quality Assured Learners activity sheets and video lessons are significantly effective in improving the test scores performance of the Grade 1 pupils in reading. Furthermore, the crafting of the quality assured learners activity sheets and video lessons based on the norms of standard and according to the learners capacity is one of the key factors on the increase on the performance level of the learners.

V. Recommendations

1. The intervention plan should be read and utilized by the school personnel to see its usefulness.
2. That utilization of quality assured learners activity sheets and video lessons based on the different learning competencies is highly advised in order to test its effectiveness on the different quarter period as well as to the different topics to be delivered.
3. The School Principal should conduct In-Service Training on how to craft contextualized Learners Activity Sheets and video lessons based on the needs of the learners specially those learners who are struggling in learning the different topics to be delivered.
4. The School Head should conduct observation through COT either in limited face to face or virtual in order to give proper technical assistance on what to do and how to improve the teaching and learning process.
5. Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of the different Quality Assured Learners activity sheets and video lessons as well as its effects to the performance of the Grade 1 pupils.

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