

# Effectiveness of the Learning Activity Sheets to the Performance of Kindergarten Pupils

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**Abstract** — This study was conducted to evaluate the Effectiveness of Learning Activity Sheets to the Performance of the Kindergarten Pupils. The findings of the study were the bases for the proposed Enhancement Plan. This study utilized the Quasi-Experimental research design to determine the Effectiveness of the Learning Activity Sheets to the Performance of the Kindergarten Pupils. In the Quasi- experimental research design, the researcher prepared the Learning activity sheets 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 performances of the Kindergarten pupils in the different learning competencies delivered by the teachers and learned by them. The results in table 3 are based on the records in the pretest performance before the respondents received the intervention as well as the results provided by the respondents in the posttest which usually the product after the teacher delivers the chosen intervention. This table also shows the results on the computed t value as well as to the critical t value which was based on the pretest and posttest performance of the kindergarten pupils and as basis on the decision of the hypothesis whether to accept or reject. Based from the results in table 3, it shows that the results in the pretest scores or performance is lower than the posttest performance. Based from the results, it can be gleaned that there was really an excellent result after the respondents received the intervention compared to the results of the learners when they were not still exposed to the intervention prepared by the teacher. The performance of the Kindergarten learners from the pretest performance to the posttest performance were resulted to the computed T value and it is greater than the critical t value. These results guided the researcher to make a decision regarding the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Kindergarten before and after the integration of Learning Activity Sheets in Reading is rejected.

The results in table 3 implied that there was a significant difference on the result of the pretest and posttest scores of the Kindergarten pupils. Meaning when the learners are not exposed to the new trend in teaching there are tendencies that they cannot really reaped good or excellent performance because they will just based on their different learning experiences which were focused only on the things they encounter from their parents or from their peers compared to the

results when they are already exposed to the new intervention given to them because they gave excellent results or scores as reflected in the table from the post assessment conducted by the teachers. It is further implied that utilizing the Learning activity sheets in the delivery of the different topics of Kindergarten curriculum is significantly effective in improving the test performance of the respondents. Moreover, the teachers should continually utilized the chosen intervention in order for the learners to be more motivated to the different topics they will be experiencing while the teaching and learning is ongoing considering that they really excellently given performance.

***Keywords — Effectiveness, Learners Activity Sheets, Performance, Kindergarten Pupils***

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## I. Introduction

Republic Act 10533 also known as “Enhanced Basic Education Act of 2013” is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

The traditional learning materials that we usually used are the textbooks and workbooks before the distance learning but nowadays children are very different, they’re already advanced because of rich technology environment. The attention span of a Kindergarten pupils is approximately 10-15 minutes, as a kindergarten teacher it is challenging for us to teach them using the traditional way of teaching and using the traditional learning materials.

With all the possible distractions we have today, learning materials need to be created to not only show the concepts but also to help the learner focus or, at least, come back to them so the learning actually has an opportunity to take place.

Children learn best when they are immersed and encouraged to work cooperatively, as opposed to competitively. Engaging learners into different activities can improve academic performance. This activities encourage learner to participate more and it is more on hands-on. It involves more collaboration and teamwork. Interactive learning is important because it can boost motivation, and it invites learners’ engagement. All learning materials is interactive when learners interact, accomplish the task and solves problem. It is also interactive wen it captures the attention of the learners, they’re eager to learn because of the materials you used. For example in introducing or counting numbers from 1-10, when a teacher uses blocks or concrete objects, it catches their attention especially when you introduce it in a form of games. The child can easily learn while having fun, and because of that they will be motivated to participate.

The way the word “interactive” is defined in most dictionaries implies acting upon or in close relation with each other. So essentially, interaction is about all participants engaging actively in some sort give –and-take (Gavronskaya, 2008)

Interactivity in learning could be construed as a capacity for interacting and learning by way conversation, dialogue or action. Thus, literally speaking, we could term “interactive” a method whereby the learner is viewed as a participant expected to perform certain actions. He acts as not only a listener or an observer but takes an active part in what is going on and, thus, basically appears to actually be a driving force behind it all happening (Suvorova, 2001)

Interactive learning is advantageous as it helps establish a friendly atmosphere among the participants and have them connect with each other, helps boost learner self-reliance and self-assurance, has the instructor encourage students towards working together, enables learners to overcome the fear of a language barrier, helps mitigate authoritarian teacher rule, keeps everyone engaged in activity, assists low-achieving students, and has participants make an active and continual use of the knowledge and experience gained earlier (Klarin, 2000)

Interactive learning is a hands-on, real-world approach to education. According to Stanford University School of Medicine, Interactive learning engages the students in wrestling with the material. It reinvigorates the classroom for both students and faculty. Lecturers are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition.

Interactive learning can take many different forms. Students strengthen their critical thinking and problem solving skills using a much more holistic approach to learning. Interactive learning can take place across the curriculum with or without technology.

Most learning resources are textbooks, workbooks and other printed materials. Kindergarten learning materials should be engaging and can capture their interest. Creating these type of materials requires effort and time.

Time Consuming, many educators simply cannot spent time creating and implementing interactive learning materials because they have a crowded curriculum that they need to get through before the end of the course. Our current education system which is very full of outcomes to achieve doesn't provide enough time to go deep and do active tasks for everything that needs to be learned.

Personal Adaptation, for example, if a child does not really want to participate in the educational process, the discussed approach won't solve the problem. Additionally, a leading student of the group may dominate others with their authority, so their groupmates won't express their own opinions that might be correct or more suitable. Lack of needed materials, equipment or resources like computers and laboratories.

Furthermore, the researcher would like to find out whether the integration of Interactive Learners Activity Sheets and other Learning Materials will improve the performance of the Kindergarten Pupils.

This study evaluated the effectiveness of the Learning Activity Sheets to the performance of the Kindergarten pupils. The findings of the study were the basis or a proposed Enhancement plan.

Specifically the study sought to answer the following questions:

1. What is the pretest performance of the Kindergarten pupils before the integration of the Learning Activity Sheets?
2. What is the post-test performance of the Kindergarten pupils after the integration of the Learning Activity Sheets?
3. Is there a significant difference in the pre-test and post-test performance of the of the Kindergarten pupils after the integration of Learning Activity Sheets?
4. What enhancement plan can be proposed based on the findings?

#### NULL HYPOTHESIS

There is no significant difference in the pre-test and post-test performance of the of the Kindergarten pupils after the integration of Interactive Learners Activity Sheets and other Learning materials.

## II. Methodology

**Design.** This study utilized the Quasi-Experimental research design to determine the Effectiveness of the Learners Activity Sheets To The Performance Of The Kindergarten Learners During The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period in Kindergarten Curriculum. The main local of the study is the Capiñahan Elementary School which is located under the Villaba District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Kindergarten pupils to experience the new Learning Strategy which is the integration of the Learners Activity Sheets To The Performance Of The Kindergarten Learners During The full Face To Face Class implementation was done. The different assessment were carefully done by the teacher-researcher which were the pretest and posttest performances of the Kindergarten subjects. This is also the time that in between the pretest and posttest that the integration of the Learners Activity Sheets during the delivery of the different learning competencies were undertaken in order to validate their performances before and after the implementation of the inclusion Learners Activity Sheets. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Kindergarten pupils before the implementation Learners Activity Sheets, The Posttest performance of the Kindergarten pupils after the implementation of the inclusion of the Learners Activity Sheets, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Learners Activity Sheets in the delivery of the most essential

learning competencies in teaching English for the second Grading Period. In the Quasi-experimental research design, the researcher prepared different Learners Activity Sheets that were focused on the learning competencies which are difficult to pass by the respondents 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 proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Kindergarten pupils.

**Sampling.** There are 18 who are included in the study. 14 respondents of the study were Males and 4 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Kindergarten pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

**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 Kindergarten subject which is the area of focused from the Self Learning Modules of the aforementioned level that were focused on the different competencies in the 2<sup>nd</sup> grading period. The test questions were used before the inclusion of Learners Activity Sheets were given to the pupils. After one month of the intervention of the inclusion of the Learners Activity Sheets, posttest was given to the grade 6 pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Learners Activity Sheets 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 the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were 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 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. Orientation of the respondents both the learners and the teachers including the School Principal was done.

**Treatment of Data.** The Effectiveness of Learners Activity Sheets to the performance of the Kindergarten pupils was the area of focused and the data gathered 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 The Kindergarten Pupils**

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	2	12
9-12	Good	8	41
5-8	Fair	5	35
1-4	Poor	3	12
Total		18	100
Weighted Mean		8.94	Good

Table 1 presents the pretest performance of the Kindergarten pupils before the integration of the Learning Activity Sheets. The respondents was rated based on the checklists and anecdotal records instead of numerical grades in both situation based on DepEd Order no. 15 s 2016. The Kindergarten teachers are still guided with the different learning standards based on the curriculum guide. At the end of every grading period, the performance of the kindergarten pupils are presented to the parents during the Portfolio Days which will be happening during every 11 week.

Based from the results given in table 1 which focuses on the pretest performance of the Grade 1 pupils. The results which was reflected in the table are based from the self-learned from the respondents, the outcome of the performances produced by them id is based from their knowledge and skills that was gained from the different interaction that they have experienced from their peers, parents or guardian and even from their teachers from the daycare days. In other words, they did not received any intervention or whatsoever in learning things based on their capacity or level of experience. The results shows that the highest percentage gained by the kindergarten learners based from the different level of performance presented with a corresponding scores that corresponds from each level. The Kindergarten pupils have gained the highest frequency on the good level of performance having the score ranging from 17-20, meaning the total number of items given by the teacher to validate the skills of the learners on the different learning areas in the kindergarten level is 20 items. Those items was based on the different learning competencies in the second grading period and further reiterated through the table of specifications

having 44 percent or with an equivalent frequency of 8 total number of respondents. This results is based on the 18 total number of respondents who took the assessment prior to the utilization of the intervention. Meanwhile the second highest number of frequencies and the learners are belong on that level of performance is on the score ranging from 5-8 which has a description of fair level of performance which has an equivalent of 5 total number of respondents or 28 percent. On the other hand, in the Poor level of performance having the score which ranges from 1-4, there were 3 learners or respondents belong to this level or 17 percent of the of the 100 percent who took the examination. This is the level were you can found from the group of performance level having considered as lowest level of performance. Furthermore, in the very good level of performance having the scores ranges from 13-16 having the total number of respondents which is equal to 2 total of respondents or having the percentage which is equal to 11 percent. Lastly, on the last level which is considered as the highest level of performance from 17-20 which is described as excellent level of performance, there were none of the respondents belong on this level.

The results in table 1 in relation to the pretest performance of the Kindergarten pupils before the integration of the learning activity sheets implied that majority of the learners are still need in the delivery of the learning competencies to the different topics to be delivered during the teaching and learning process. Based on the results we need to consider the fair and poor level of performance which helps the teacher to ignite herself in finding ways how to help the learners to improve their skills or performance while there are learning the different subjects. Another reasons for implementing the chosen intervention which will be conducted during the second grading period is that since the identified respondents are very fragile when it comes to the type of learning that they will be learning, the teachers as well as the parents or guardian should choose the best intervention that could fit the type of learners that they have right now so that the type of learning materials that they will be using is based on the current skills or status of performance which are usually based from the assessment conducted by the teacher before she will be sharing the intervention to the learners.

**Table 2**  
**Post Test Performance of The Kindergarten Pupils**

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	18	100
13-16	Very Good	0	0
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		17	100
Weighted Mean		19.50	Excellent

Table 2 presents the posttest performance of the Kindergarten pupils after the integration of the Learning Activity Sheets in the delivery of the most essential learning competencies on the different subjects to be tackled by both learners and teachers during the 4 weeks implementation of the intervention. During the giving of value to the respondents, the teacher was rated them based on the checklists and anecdotal records instead of numerical grades in both situation based on DepEd Order no. 15 s 2016. They are still guided with the different learning standards based on the curriculum guide and the output are presented to the parents and other stakeholders.

Based from the results given in table 2 which focuses on the posttest performances of the Grade 2 pupils after they have already received the intervention from the teacher on the different topics that was lasted for 1 month. The results which was reflected in the posttest performance produced by the learners are based from the product of the intervention given by the teacher-researcher in teaching them the different learning competencies. This results further explains that they really gained from the intervention given by the teacher. This time the results really amazing in the sense that there was a big leap on the number of respondents on each of the level of performance which were describe from the different scores which was ranges from each of the class limits. The results shows that the highest percentage gained by the kindergarten learners after they have already received and experienced the new learning strategies which is basically very significant to improve their learning skills while they are learning the basic things to be learned as they starting the journey to the realm of education or learning of real life situation. based from the different level of performance presented with a corresponding scores that corresponds from each level. The Kindergarten pupils have gained the highest frequency on the excellent level of performance having the score ranging from 17-20. The same number of items were given to the learners in the posttest performance. In this level of performance, there were 18 total number of respondents which means that 100 percent of the respondents are perfectly given excellent performance, meaning out of the 18 respondents who took the exam, 100 percent of them gained excellent performance. While on the second highest level of performance which the score ranging from 13-16, there were none from the respondents which the same thing or situation happen to the good level of performance having the score ranging from 9-12. In the fair level of performance



which has scores and ranges from 5-8 has composed of zero respondents from the overall total number of respondents tested. Furthermore, on the last level which is considered as the lowest level of performance from 1-4 which is described as poor level of performance, there were none of the respondents belong on this level.

The results in table 2 in relation to the posttest performance of the Kindergarten pupils after the integration of the learning activity sheets implied that the respondents have experienced great improvement to their performance as they gradually learned the process through the use of the learning activity sheets in the delivery of the learning competencies to the different topics delivered during the teaching and learning process for almost 4 weeks or 2 1 month. Based on the results it can be justified that through the use of the learning activity sheets which the teachers are carefully crafted in accordance with the level of performance of learners which helps the learners to be more motivated in learning and also ignite the teachers in finding ways how to help the learners to improve their skills or performance while there are teaching the different subjects.

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and**  
**Post-test of the Kindergarten Pupils**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre Post	8.94 19.50	5.42	0.971	Reject Ho	Significant

Table 3 presents the test of difference between scores in the pretest and posttest performances of the Kindergarten pupils in the different learning competencies delivered by the teachers and learned by them. The results in table 3 are based on the records in the pretest performance before the respondents received the intervention as well as the results provided by the respondents in the posttest which usually the product after the teacher delivers the chosen intervention. This table also shows the results on the computed t value as well as to the critical t value which was based on the pretest and posttest performance of the kindergarten pupils and as basis on the decision of the hypothesis whether to accept or reject. Based from the results in table 3, it shows that the results in the pretest scores or performance is equal to 8.94 which is lower than the posttest performance which is equal to 19.50. Based from the results, it can be gleaned that there was really an excellent result after the respondents received the intervention compared to the results of the learners when they were not still exposed to the intervention prepared by the teacher. The performance of the Kindergarten learners from the pretest performance to the posttest performance were resulted to the computed T value of 5.42 and it is greater than the critical t value which has an equivalent result of 0.971. These results guided the researcher to make a decision regarding the hypothesis which states that there is no significant difference between the pretest

and posttest performance of the Kindergarten before and after the integration of Learning Activity Sheets in Reading is rejected.

The results in table 3 implied that there was a significant difference on the result of the pretest and posttest scores of the Kindergarten pupils. Meaning when the learners are not exposed to the new trend in teaching there are tendencies that they cannot really reaped good or excellent performance because they will just based on their different learning experiences which were focused only on the things they encounter from their parents or from their peers compared to the results when they are already exposed to the new intervention given to them because they gave excellent results or scores as reflected in the table from the post assessment conducted by the teachers. It is further implied that utilizing the Learning activity sheets in the delivery of the different topics of Kindergarten curriculum is significantly effective in improving the test performance of the respondents. Moreover, the teachers should continually utilized the chosen intervention in order for the learners to be more motivated to the different topics they will be experiencing while the teaching and learning is ongoing considering that they really excellently given performance.

#### **IV. Conclusion**

Based on the findings of the study, it reveals that the utilization of the learning activity sheets in teaching the different learning competencies to the Kindergarten pupils us significantly effective or help improve their performance. It further revealed that the continued utilization of the intervention could give long motivation to the learners specially to those learners who are just started learning particularly in reading and writing or pronouncing letters or group of letters or words. Moreover, the comprehensive validation of learning materials could also one of the factors of having a positive results and help increase the performance level of the Kindergarten learners

#### **V. Recommendations**

1. Based on the findings of the study, the Enhancement plan should be carefully validated and utilized by the school personnel specifically to the kindergarten teachers for them to be guided during the implementation of the intervention specially in the delivery of the learning competencies.
2. The continued utilization of learning activity sheets that were carefully crafted based on the different learning competencies and quality assured by the Learning resource personnel is highly recommended to validate the efficacy of the intervention.
3. 3. The School Principal should conduct In-Service Training in crafting Learning Activity Sheets specially to those learning competencies which are very difficult to deliver or the

learners have experience difficulty in learning the topics based from the past topics being discussed.

4. The School Head should conduct observation to the kindergarten teachers regarding the utilization of the learning activity sheets vis a vis to their daily lesson plans. After conducting COT, giving of technical assistance to the teachers for development of their teaching strategies.
5. Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of the different Learning activity sheets as well as its effects to the performance of the Kindergarten Learners.

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She is a certified Kindergarten Teacher with entry-level experience in early childhood education, classroom management, and child development. Adept at planning engaging activities to facilitate personal growth for young children. Skilled in integrating relevant technology to support classroom instruction and learning activities.

She participated in the national webinar on Kindergarten Remote Teaching and Learning: Developmentally appropriate responses in the time of COVID-19 conducted y BLD-TLD for cluster 3 on September 21-25, 2020.