# Effectiveness Of Contextualized Self-Learning Kit (CSSSLK) In Carpentry To The Performance Of The Grade 9 Students In Technology And Livelihood Education

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*Abstract* — This study aimed to determine the effectiveness of the contextualized students self-learning kit to the performance of the Grade 9 students in Technology and Livelihood Education.  The findings of the study were the bases for a Proposed enhancement Plan. The study utilized random Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 9 in Technology and Livelihood and Education for both control and experimental group. In this table, it reveals how the two groups perform their tasks before and after the integration of the contextualized students self-Learning Kit (CSSLK). Based on the results in table 3,  it was revealed that the pretest performance in the control group is lesser than the posttest performance. These 2 results resulted to the computed t value and it was found out that this result in the control group is lower than the critical t value. So the hypothesis which states that there  is no significant difference between the pretest and posttest performance of the Grade 9 students (control group) is rejected. Meanwhile, in the Experimental group, there pretest performance is lower than the posttest performance. These results of the respondents in the experimental group resulted to the computed t value which is greater than the critical t value and the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration of the intervention in the delivery of the most essential learning competencies in technology and livelihood education is rejected.

Based on the results of the study in table 3, focuses on the control group results implies that when the learners are not really exposed to the strategies that are trending in to this new type of teaching specially in dealing with their skills which can be used in their real life situation, there are tendencies that they can really get lower performance and will not really develop their skills or potentials to master their craft. In the experimental group performance based on the table 3, it implies that the usage of intervention specially in improving the skills really an advantage to make themselves motivated to strive more and improve more not only in their skills but also to their test or academic performances.

Based on the results of the study in table 4, focuses on the control group and experimental group in the posttest performances implies that when the learners are already exposed to the strategies that are suitable to them, there are tendencies that they are really motivated to show their skills and exert more efforts to finish and do their respective tasks given to them. Considering that there performances are relatively increases compared to their scores before they are not yet exposed to the Contextualized Students Self-learning kit in learning the different learning competencies.

***Keywords — Effectiveness, Contextualized Self-Learning Kit, Performance, Grade 9 Pupils, TLE, Carpentry***

## I.  Introduction

Self- Learning Kit is a learning  module or tools developed to elevate the level of understanding in one learning competency. It is sequential in nature which learning should be self-initiated and teachers will serve as a guide and supervise the progress of the learners. Carpentry is one of the area of specializations in Technology Livelihood Education. When we speak about carpentry, the primary topic to be discussed with the students, are the tools that can be used in carpentry or to carpenter. I do believe that most of students who are choosing Carpentry in Grade 9 level , may be only familiar the names of such common tools of carpentry but have not yet  been able used or understood the particular uses of such tools.  Hence, for them to be easily to catch up and understand  the names and uses of carpentry tools during the discussion with the teacher, they must have Student-self Learning tools  that can be used them both lecture and actual application tools that can really provide them a better understanding and learning experiences.

On the other hand,  active participation from students is one of the aims of the teacher that could be happened in the classroom. But how can students participate in learning instructions particularly in carpentry if there is no actual or real tools that can be seen or demonstrated upon them? In order for them to have interest in discussion, having real tools in carpentry would definitely be the answer. In having  this Self Learning tools, the students will be able to follow and comprehend  the discussion by the teacher. It becomes easy for them to guide during demonstration particularly in teaching on how to read the Push-pull rule or pulgadera. or combination square Because we all know that teaching on how to read Push-pull rule is just complicated one because its  English or Metric System could not be read or seen in the longer distance or even students seating at the back.  That is why, having this tool , the students can easily follow the discussion if the teacher teaches them on how to read Push-pull rule.

In Carpentry, the Grade 9 students does not only focus on lectures, but certainly engaged in actual application and it is obvious that the teacher  at  this time would  order them to bring or produce tools for this activity. Surely  that only few students can bring tools to be used for practical applications because not all family have these tools unless if their parent is carpenter. So, the result the students who could not bring tools might not get interested or engaged in discussion and

participation for actual application and this might affect to their academic performance. Henceforth, having  this Students-self Learning tools, is indispensable to Carpentry Grade 9 students and likewise  the teacher as well does not have a problem in giving learning instructions with the students both discussion and actual application.

The Researcher as a newly assigned Teacher in Carpentry of Grade 9 students , his professional view is that the Grade 9 students should have Self learning Kit or tools. Grade9 level, by the way, has 11 sections and this 11 sections would choose what area of specializations they think that they are interested in. Since then, there are 100 plus students who are choosing of Carpentry  as their area of specialization, so he divide them into three classes or sections. So now, he is Teaching three sections in Carpentry in Grade 9 students.  Their classes is only Monday and Tuesday and 2 hours per session.  As he has observed that having a Student-Self Learning Kit or tools can pave to improve learning instruction and provide better learning experienced to students. These  are the tools that he wants to have in Students-Self Learning Kit: 1.) Push-Pull rule (pulgadera),2.)  Hand Saw(Lagari), 3.) Hammer (Martilyo), 4.) Combination square (eskawala), 5.) Plumb Bob (Hulog or Tunton),6.)  Level Bar, 7.) Pencil  8.) Pile (Tigib) and 9.) Level Hose. These tools are just only common tools in which the students are familiar only in tools name  but its uses do not. Aside that, all these tools are primarily the content of learning competency in which these tools should clearly discussed by the teacher particularly its uses and even on how to read the measuring tools that consist of English or Metric System where he believe that  the students are  unknowledgeable on how to read it particularly the inch marks of Push-pull rule and combination square.

He would like to recommend  that the distribution of Student-self Kit should be grouping. For example, If I have 40 students, he will divide them into 5 groups. So each group consists of 8 members and each group will receive this Students-self learning Kit. Each group can have or use this Self Learning Kit during discussion or classes so that it is easy for them to follow the discussion  or do whatever demonstration activities in the classroom. So the teacher would only guide and monitor them. The In-charge of keeping in this Student-self Learning Kit is the Carpentry teacher of course so that the teacher can monitor and maintain the tools. Another reason why this Student-self Learning Kit is very important to Grade 9 students in Carpentry, besides of lecture, by  these  tools the students do not be worried anymore in looking for particular tools that can be used in practical application because they have it already. So he would say that Student-self Learning Kit clearly affect good academic performances to Grade 9 students.

As a Grade 9 teacher in Carpentry, he have observed that most of the students who choose Carpentry as their area of specialization in TLE, are boys. We all know that girls are more behave and interested than boys. During discussion the boys are sometimes noisy and seem not interesting in listening the topic. They would become silent when he reprimanded them. He is always looking forward to have more engaging and provide better learning experience to students. That  is why he choose this problem for he believe this can resolve this issues.  As my experienced, the learning

competency that seem the students do not comprehend easily, is about measuring tools specifically in reading the inch marks of English or Metric system of Pull-push rule and combination square. In teaching this, he integrate it in mathematics particular in adding fraction with the same denominator. Yet , those students who are fast learner and good in math can quickly understand in this very basic topic of Mathematics. But sad to say, lot of them do not comprehend the lesson easily. he really done his part as a teacher in discussing the lesson slowly and clearly. As the discussion goes, he asked them if they really understand and so they answer "Yes Sir"! Before the discussion ends, he asked them again if they really understand, and still their answer is a big "Yes Sir"! And before he will end his discussion and to be followed by activity, he asked them anew if they have a question regarding the lesson, and they answer "None Sir'! But as he give them a quiz about measuring tools specifically in reading inch marks of English or Metric system of Push-pull rule more than one-half of them gets a low score.

The above reasons made him realize that Having a Student-self Learning Kit is absolutely necessary for Grade 9 students in Carpentry. Because he realized that during his discussion about inch marks of push-pull rule, the students could not see the inch marks clearly of push -pull rule even he used at that time a big push-pull rule for demonstration. But still the students particularly a little bit distance from me could not see ir clearly. So Having this tool during his discussion can pave them a better learning and easy to follow the lesson. Likewise, the other tools such as plumb bob, level bar and combination square  can provide the teacher for proper demonstration in giving learning instruction. While hammer, hand saw and pencil he think the students are familiar already when it comes to uses. Another problem, if he would order the students to bring such tools for tomorrow's activity, some of the students could not be able to bring it because they do not have it. So, the result, they cannot  engage  for better participation both in lecture and practical application.

With the aforementioned details, the researcher wanted to know whether the Contextualized self-learning kit is helpful to the learners to improve their skills or academic performance in Technology and Home Economics different learning competencies in the second grading period.

This study aimed to determine the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period in Ipil National High School in the Division of Ormoc City. The findings of the study served as a basis for a proposed enhancement plan.

Specifically, this study sought to answer the following questions.

1. What is the pretest performance of the Grade 9 students in Technology and Livelihood Education before the implementation of the SLK in Carpentry based on the following groups:

1.1. Control; and

1.2. Experimental?

2. What is the posttest performance of the Grade 9 students in Technology and Livelihood Education after the implementation of the SLK in Carpentry based on the same groupings?

3. Is there a significant difference in the pretest and posttest performances of the Grade 9 students in Technology and Livelihood Economics before and after the implementation of the SLK in Carpentry based on the same groupings?

4. What enhancement plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

Ho1.: There is no significant difference in the pretest and posttest performances of the Grade 9 students in Technology and Livelihood Economics before and after the implementation of the SLK in Carpentry?

## II.    Methodology

***Design.*** This study utilized the Quasi-Experimental research design to determine the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period During The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period. The main local of the study is the Ipil National High School which is located under the Ormoc City District 2 in the Schools Division of Ormoc City. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 9 pupils who were experienced the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period To The Performance Of The Grade 9 Learners In Technology and Livelihood Education During The full Face To Face Class implementation. The different assessment were carefully done by the teacher-researcher herself which are the pretest and posttest performances in TLE. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in the Technology and Livelihood Economics was then embedded with the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period were undertaken in order to validate their performances before and after the implementation of the inclusion of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 9 learners before the

implementation of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period, The Posttest performance of the Grade 6 pupils after the implementation of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period ls in the delivery of the most essential learning competencies in teaching the Technology and Livelihood Economics for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period 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 Grade 9 learners .

*Sampling*. There are 64 total of respondents who are included in the study. 32 respondents of the study were Control group and 32 were belong to the experimental group. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 9 laerners 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 Quasi-experimental research design that was used before and after the integration of the study. The contextualized self-learning kit in Technology and Livelihood Education as well as the test questionnaire are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Technology and Livelihood Education from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period. The test questions were used before the inclusion of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period, posttest was given to the grade 9 learners 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 Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period 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 Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

*Treatment of Data*. The Effectiveness of inclusion of the Effectiveness of contextualized students self-learning kit (CSSLK) in Carpentry to the performance of the Grade 9 students in Technology and Livelihood Education particularly in the 2nd grading period are the area of focused 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 9 Students In TLE**

| Score Range | Description | Control Group | | Experimental Group | |
|---|---|---|---|---|---|
| | | Frequency | % | Frequency | % |
| 33-40 | Excellent | 0 | 0 | 0 | 0 |
| 25-32 | Very Good | 2 | 6 | 3 | 9 |
| 17-24 | Good | 9 | 28 | 11 | 34 |
| 9-16 | Fair | 19 | 60 | 17 | 54 |
| 1-8 | Poor | 2 | 6 | 1 | 3 |
| Total | | 32 | 100 | 32 | 100 |
| Weighted Mean | | 15.19 | Fair | 17.59 | Good |

Table 1 presents the pre-test performance of Grade 9 Learners in Technology and Livelihood Education. This set of frequencies found in table 1 is coming from the performance of the respondents which they gained before they were experiencing the Contextualized Students Self-Learning Kit (CSSLK) to be integrated in the teaching ang learning process during the Second Grading period based on the different most essential learning competencies. It was revealed on the table that pre-test performance of the Grade 9 learners in assessing their skills in Technology and Livelihood Economics particularly in the Control group has weighted mean of 15.19 which is interpreted as fair. This means that majority of the respondents in the control group has gained scores below the standards. The following set of scores are as follows: in the Excellent level of performance having the scores from 33 to 44, there were none of the total respondents who took the pretest examination particularly in the control group. In the very good level of performance having scores ranges from 25-32, there two (2) respondents belong to this level or it has an equivalent percentage of 6 percent which is the same number of frequencies in the poor level having the scores ranging from 1-8. While in the good level of performance, it has composed of 9 respondents or having a percentage of 28 percent. This level of performance has a score ranging from 17-24 which also considered as an average in terms if the performance level. Lastly, the performance of the Respondents particularly in the control group which is in the fair level has a score ranging from 9-16. In this level of performance, we can see in the table that this level has a vast number of frequencies which is equal to 19 total of respondents who took the examination or it has an equivalent percentage of 60 percent out of the 32 overall total of respondents who joined in this study. Meanwhile, it was revealed It was revealed on the same table that pre-test performance of the Grade 9 learners in assessing their skills in Technology and Livelihood Economics particularly in the Experimental group has weighted mean of 17.59 which is interpreted as good. This means that majority of the respondents in the control group has gained scores with in the standards. The following set of scores for experimental group are as follows: in the Excellent level of performance having the scores from 33 to 44, there were none of the total respondents who took the pretest examination particularly in this group. In the very good level of

performance having scores ranges from 25-32, there three (3) respondents belong to this level or it has an equivalent percentage of 9 percent. While in the good level of performance, it has composed of 11 respondents or having a percentage of 34 percent. This level of performance has a score ranging from 17-24 which also considered as an average in terms if the performance level. In the performance of the Respondents particularly in the experimental group which is in the fair level having the score ranging from 9-16, there were 17 total number of respondents in this level, which is equal to 54 percentage. This level also is considered as the most numbered in terms of frequencies. Lastly, in the Poor level of performance with the scores ranging from 1-8, there was one (1) respondent or three (3) percent out of the 32 total number of respondents who took the pre-assessment In the Technology and Livelihood Education.

The result in table 1 which focuses on the pretest performance of the Grade 9 learners in Technology and Livelihood Education for both control and experimental groups implies that based on their scores given in the control group, they really need intervention in order to improve their skills in the subject being tested. The reasons for this results is that some of the learners in the control group are not really ready to learn the different topics especially that the topics in the grade 9 are more on developing their skills thus, the teacher handling TLE should focused on training the skills of the learners through the intervention which will be integrated in the delivery of the most essential learning competencies. While on the results in the Experimental group entails more developed performance considering that they really have good performance or attained good performance level on the majority of the learners on the aforementioned group. But considering that in the experimental group results, there are still respondents who are cutting on the good level performance and have the chance to be in the fair and poor level of performance if they will not be given ample time for any technical assistance, thus they need to give more focus by give them specific technical assistance that could lead them in increasing their academic performance or improve their skills in Technology and Livelihood education sense this subject needs to have a kind of learner where they can perform their skills to be used for their real life situation.

**Table 2**
**Post Test Performance Of Grade 9 Students In TLE**

| Score Range | Description | Control Group | | Experimental Group | |
|---|---|---|---|---|---|
| | | Frequency | % | Frequency | % |
| 33-40 | Excellent | 1 | 3 | 28 | 88 |
| 25-32 | Very Good | 4 | 13 | 4 | 12 |
| 17-24 | Good | 15 | 47 | 0 | 0 |
| 9-16 | Fair | 11 | 34 | 0 | 0 |
| 1-8 | Poor | 1 | 3 | 0 | 0 |
| Total | | 32 | 100 | 32 | 100 |
| Weighted Mean | | 18.47 | Good | 37.06 | Excellent |

Table 2 presents the posttest performance of Grade 9 Learners  in Technology and Livelihood Education. This set of frequencies found in table 1 is coming from the performance of the respondents which they gained after they were experiencing the Contextualized Students Self-Learning Kit (CSSLK) to be integrated in the teaching ang learning process during the Second Grading period based on the different most essential learning competencies.  It was revealed on the table that posttest performance of the Grade 9 learners in assessing their skills in Technology and Livelihood Economics particularly in the Control group  has weighted mean of 18.47 which is interpreted as good level of performance. This means that the results in the pretest performance of the control group was really improved because majority of the respondents in the control group has gained scores or in average level or at least within the standards. Based from the results in table 2 is that,  in the Excellent level of performance having the scores from 33 to 40, there was one respondent out of the 32 respondents which is the total respondents who took the posttest examination particularly in the control group. In the very good level of performance having scores ranges from 25-32, there 4 respondents belong to this level or it has an equivalent percentage of 13 percent While in the good level of performance,  it has composed of 15 respondents or having a percentage which is equal to 47 percent. This level of performance has a score ranging from 17-24 which also considered as an average in terms if the performance level.  In the performance of the Respondents particularly in the control group which is in the fair level having the   scores ranging from 9-16, there were 11 number of respondents belong to this level or having an equivalent percentage of 34 percent out of the 32 overall total of respondents who took the examination or it has an equivalent percentage . Lastly on the results in control group, it was found out in the poor level of performance, there was still respondents or learner belong to this level which is equal to 1 respondent or 3 percent.  On the other hand, , it was revealed on the same table that posttest  performance of the Grade 9 learners in assessing their skills in Technology and Livelihood Economics particularly in the Experimental group  has weighted mean of 37.06 which is interpreted as in excellent level of performance. This means that majority of the respondents in the experimental group have gained scores with in the  highest standards. The following set of scores for experimental group are as follows: in the Excellent level of performance having the scores from 33 to 40, there were 28 respondents  of the total respondents who took the posttest examination particularly in this group. This is the level of performance where you can see the dominance in terms of numbers of respondents considering that majority of the respondents are belong to the highest level of performance.  In the very good level of performance having scores ranges from 25-32, there were 4  respondents belong to this level or it has an equivalent percentage of  12 percent. While in the good level of performance having the scores ranging from 17-24 which also considered as an average in terms if the performance level has composed of zero percent or none of the respondents gained in this level, moreover,  In the performance of  the Respondents particularly in the experimental group which is in the fair level having the score ranging from 9-16, there were also none of the  respondents in this level, which is equal to zero percent. Lastly, in the Poor level of performance with the scores ranging from 1-8, there were also none of the respondent or zero percent out of the 32 total number of respondents who took the posttest

examination that was conducted and facilitated by the teacher in the Technology and Livelihood Education.

The result in table 2 which focuses on the posttest performance of the Grade 9 learners in Technology and Livelihood Education for both control and experimental groups implies that based on their scores given in the control group in the posttest where there were no intervention given to them or they just experience the usual strategies in teaching while they are learning the subject, it was found out that their performance of the subject is just having a minute improvement in terms of the performance level. There are still tendencies that those learners who are belong to the very good and good level of performance would somehow transfer to the type of performance level which is almost below or below the learning standard. In order to help those learners specially those learners in the fair level should need intervention in order to improve their skills in the subject being tested the same in the experimental group. While on the results in the Experimental group entails more developed performance considering that they really have gained an excellent performance or attained and the majority of the learners on the aforementioned group where improved their performances, Lastly, the integration of the intervention is one way of helping the learners to improve their skills.

**Table 3**
**Test of Difference Between the Scores in the Pre-test and Post-test**
**of Grade 9 Students in TLE**

| Groups | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|---|---|---|---|---|---|---|
| Control | Pre Post | 15.19 18.47 | 0.519 | 0.997 | Accept H$_o$ | Not Significant |
| Experimental | Pre Post | 17.59 37.06 | 3.995 | 0.621 | Reject Ho | Significant |

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 9 in Technology and Livelihood and Education for both control and experimental group. In this table, it reveals how the two groups perform their tasks before and after the integration of the contextualized students self-Learning Kit (CSSLK). Based on the results in table 3, it was revealed that the pretest performance in the control group is equal to 15.19 which is lesser than the posttest performance which is equal to 18.47. These 2 results resulted to the computed t value of 0.519 and it was found out that this result in the control group is lower than the critical t value of 0.997. So the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 9 students (control group) is rejected. Meanwhile, in the Experimental group, there pretest performance is equal to 17.59 which is lower than the posttest performance which is equal to 37.06. These results of the respondents in the experimental group resulted to the computed t value which is equal to 3.995 which is greater than the critical t value of 0.621 and the hypothesis which states that there is no significant difference between the pretest and posttest

performance before and after the integration of the intervention in the delivery of the most essential learning competencies in technology and livelihood education is rejected.

Based on the results of the study in table 3, focuses on the control group results implies that when the learners are not really exposed to the strategies that are trending in to this new type of teaching specially in dealing with their skills which can be used in their real life situation, there are tendencies that they can really get lower performance and will not really develop their skills or potentials to master their craft. In the experimental group performance based on the table 3, it implies that the usage of intervention specially in improving the skills really an advantage to make themselves motivated to strive more and improve more not only in their skills but also to their test or academic performances.

**Table 4**
**Test of Difference Between the Post Test Scores of the Control and Experimental Groups**

| Groups | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|---|---|---|---|---|---|---|
| Grade 9 Post Test | Control Experimental | 18.47 37.06 | 3.214 | 0.921 | Reject H$_o$ | Significant |

Table 4 presents the test of difference between the scores in the post-test of Grade 9 in Technology and Livelihood and Education for both control and experimental group. In this table, it reveals how the two groups performed their tasks after the integration of the contextualized students self-Learning Kit (CSSLK). Based on the results in table 4,  it was revealed that the posttest performance in the control group is equal to 18.47  which is lesser than the posttest performance  in the experimental group which is equal to 37.06.  These 2 results resulted to the computed t value of 3.214 and it was found out that this result in the control group and experimental group which is lower than the critical t value which is equal to 0.921. So the hypothesis which states that there  is no significant difference between the posttest performances of the Grade 9 students in the control group and experimental group is rejected.

Based on the results of the study in table 4, focuses on the control group and experimental group in the posttest performances implies that when the learners are  already exposed to the strategies that are suitable to them, there are tendencies that they are really motivated to show their skills and exert more efforts to finish and do their respective tasks given to them. Considering that there performances are relatively increases compared to their scores before they are not yet exposed to the Contextualized Students Self-learning kit in learning the different learning competencies.

## IV. Conclusion

Based from the results of the study on the integration of the Contextualized Student Self-learning kit to the different learning competencies in Technology and Livelihood Education (TLE) is significantly effectiveness in improving the test performance of the learners as well as enhanced their skills . This means that contextualized students Self-Learning Kit (CSSLK) is an effective supplementary learning material in improving the performance of the Grade 9 Learners in Technology and Livelihood Education.

## V. Recommendations

1. The researcher offered the following recommendations to improve the performance of the Grade 9 learners in Technology and Livelihood Education.

2. The proposed enhancement plan to be integrated in the delivery of the most essential learning competencies in Technology and Livelihood Education which is the contextualized students self-learning kit (CSSLK) should be utilized by the Grade 9 Teachers in order for them to be guided on what to do during the delivery of the lessons and address some of the gray areas that will be experienced by both teachers and learners.

3. The Education Program Supervisors in-charge on the Technology and Livelihood Education should monitor on the utilization of the chosen intervention for giving of different Technical Assistance based on the validation conducted.

4. The school head through the approval of the Public Schools District Supervisor should conduct In-service training or School LAC focusing on the crafting and utilization of the Contextualized Students Self-learning Modules focusing on the different learning competencies in Technology and Livelihood Education.

5. The teachers should monitor the efficacy of the intervention to validate whether it is still helpful to the teachers vis a vis to the performance of the learners in every assessment conducted by the teacher handling the subject taken.

6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to assess the effectiveness of the intervention in terms of performance of the learners.

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The author is born on August 30, 1975 at Ormoc City, Leyte Philippines. She finished Bachelor of Science in Commerce major in Financial and Managerial Accounting at Saint Peter's College Of Ormoc City and took up 30 units of Diploma of Teaching Secondary Education. Major in Social Science at Eastern Visayas School University at Ormoc City. He is currently finishing her Master's degree of Arts in Education major in Supervision and Management at Western Leyte College of Ormoc City.

He is currently a teacher in Ipil National High School, handling Carpentry subject of Grade 9 and Grade 10 students at Ipil National High School in Brgy. Ipil Ormoc City, Leyte, Philippines. He has one son (12 years old) and one daughter (11 years old).. The author is very active in school, because in spite of teaching academic subjects, he is also coordinator in School drum and bugle, Physical Facility and coach in Boxing as well.