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# Effectiveness of Media Learning Resources to the Test Performance of Grade 5 Learners in Araling Panlipunan

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## ABSTRACT

This study aimed to Determine effectiveness of Media Learning Resources to the Test performance of the Grade 5 Pupils in Araling Panlipunan. The findings of the study served as a basis of a proposed Improvement plan. The method used to gather relevant data was Quasi Experimental Research Design for Grade 5 pupils to complete in the 2nd grading period and a study of the different learning competencies in Araling Panlipunan based on their test scores before and after Teacher before and after the media Learning resources had been introduced and delivered in the classroom during the teaching and learning process. The output of this study is to provide Improvement plan to help the teachers to create a more effective learning processes that would help the learners to improve their test performances in Araling Panlipunan. Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 5 in Araling Panlipunan. In this table, it reveals how the respondents or the grade 5 learners responded the different learning competencies in second grading period of the aforementioned subject. Based on the results in table 3, it was revealed that the results of the test measuring the variation between the Grade 5 students' pre- and post-test scores in Araling Panlipunan are shown in Table 3. The students' mean score on the pre-test shows that significantly has significantly increased on the post-test. The null hypothesis ( $H_0$ ), which postulates a significant difference between the pre- and post-test scores, was decided to be rejected. This suggests that the intervention or teaching strategy used had a significant effect on the Grade 5 students' Araling Panlipunan performance. The results' interpretation highlights the success of the intervention given by the teacher researcher to the set of grade 5 learners and points to a favorable learning outcome..

The results in the table 3 implies that there was this significant improvement in test results which indicates that the educational intervention used significantly raised the Araling Panlipunan proficiency of students in Grade 5 learners. The substantial increase in mean scores, which indicates the extent of improvement, highlights the efficacy of the curriculum adjustments or teaching methodology employed during the study period. The confidence in attributing the observed changes to the particular educational interventions rather than to chance is further strengthened by the statistically significant result. Rejecting the null hypothesis is crucial because it offers empirical evidence in favor of the hypothesis that the implemented instructional strategy improved the learners' comprehension and acquisition of knowledge in Araling Panlipunan. It follows that the customized intervention made a major contribution to the academic growth of Grade 5 learners in that subject, highlighting the significance of focused instructional strategies. In addition, the computed t-value surpassing the critical t-value of 0.624 offers information about the magnitude of the effect in addition to supporting the rejection of the null hypothesis. The significant increase in mean scores indicates that the difference between pre-test and post-test scores is not only statistically significant but also practically meaningful. This suggests that the Grade 5 learners at Araling Panlipunan's overall test performance was significantly impacted by the intervention.

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The substantial increase in mean scores and the rejection of the null hypothesis underscore the efficacy of the instructional approach, underscoring the significance of focused interventions in augmenting students' academic accomplishments

*Keywords — Effectiveness      Media Learning Resources Performance Grade 5 Learners Araling Panlipunan*

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## I. INTRODUCTION

The Department of Education has launched a revised basic education curriculum labelled as “MATATAG”, which will be implemented in phases, from August 2024 to 2028. This study is anchored in the slogan of DepEd’s MATATAG Curriculum “Bansang Makabata, Batang Makabansa”-which means that the DepEd's programs and reforms are crafted to produce competent, job-ready, active, responsible, and patriotic citizens. One of the goals of education is to mold and nurture learners with love for the country. And this could be done by instilling in them even in the early years the love to learn about the country, the history, the people and everything about the Philippines and us being Filipinos. It is on us educators lie the biggest responsibility of making and nurturing the “Bansang Makabata, Batang Makabansa”.

According to Bill Bigelow, “Teach about what matters. Our job is to excite students about the world, to help them see the role that they can play in making society more equal and more just, to express their ideas powerfully, to see that social studies is about real people’s lives and about their relationship to each other and to nature.” Through Araling Panlipunan, learners develop an understanding of our vibrant history, our rich culture, and take pride in it. They also get an understanding of the world, about other people, the values, and beliefs that they hold in different times, places, and conditions. They become informed citizens ready to embrace cultural diversity. It helps learners become socially aware and will eventually help them become good and fully capacitated citizens who can contribute positively to nation building.

The Researcher was employed in the DepEd last 2016, She was assigned as a Kindergarten Teacher but, she was tasked to coach a learner for the Araling Panlipunan Quiz Bee. Personally, she loves social studies, but She was a bit hesitant to accept since She was not teaching Araling Panlipunan, so choosing a contestant who would love to learn was very hard for me. Learners do not really like learning Araling Panlipunan subject because it deals more with dates, people, places, and events- so many details that need to be remembered. But She took the challenge and was blessed enough to have learners who loved to learn through me and loved learning with me. She became a winning coach twice for the two times I have coached learners, but it’s not the wins that matters, it’s the love for learning she have cultivated in them that makes sense the most. According to Clay P. Bedford, “You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives”. This is a testament to how important it is to cultivate the love for learning to our learners.

Based on the diagnostic test She conducted to her Grade 5 learners, 18 out of 21 learners got very low scores, ranging from zero to thirty (0-30), out of the 40 item-test.

This can be attributed to the learners’ lack of knowledge about the lessons on Araling Panlipunan. It is not a surprise that most learners viewed Araling Panlipunan negatively, they perceive it as a boring subject. Some would think that they are all just lectures and reading. Some would think Araling Panlipunan deals more on memorization of dates, places, and people, which most learners do not like. It’s high time to search for ways to treat the subject in a way that will keep the learners excited to learn and make them understand the importance of history.

Now that She was handling a Grade 5 class, it is her great desire to know more effective ways and strategies in teaching Araling Panlipunan subject. The strategies that she has employed in the past years may or may not be effective for my learners now and in the future. If the learners may not love the subject, at the very least, they learn to like learning about the subject. This study may also help other teachers and even parents who are struggling to teach the Araling Panlipunan subject.

This study evaluated the effectiveness of the Media Learning Resources to the test performance of Grade 5 learners in Araling Panlipunan in New Balanac Elementary School. The findings of the study were the bases for the proposed Improvement Plan.

Specifically the study sought to answer the following questions:

1. What is the test performance of the Grade 5 learners in Araling Panlipunan before the utilization of Media Learning Resources?
2. What is the test performance of the Grade 5 learners in Araling Panlipunan after the utilization of Media Learning Resources?
3. Is there a significant difference in the test performances of the Grade 5 learners in Araling Panlipunan before and after the utilization of Media learning Resources?
4. What Improvement plan can be proposed based on the findings of the study?

Null Hypothesis:

There is no a significant difference in the test performances of the Grade 5 learners in Araling Panlipunan before and after the utilization of Media Learning Resources.

## II. METHODOLOGY

**Design.** This study utilized the Quasi-experimental research to validate the effectiveness of the Media Learning Resources to the test performance of the Grade 5 learners in Araling Panlipunan. The findings of the study were the basis for crafting the proposed Improvement plan plan which was utilized for the delivery of the different learning sessions focusing on the competencies on the aforementioned subjects as well as those subjects that need more attention on the use of media Learning Resources. The researcher utilized Universal Sampling in identifying the respondents of the study. The findings of the study were the basis for the proposed Improvement plan Plan. The researcher utilized Universal Sampling in identifying the respondents of the study which were Grade 5 learners. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores of the Grade 5 learners which were the respondents of the study. The main local of the study is in New Balanac Elementary School in Villaba South District in the Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the Grade 5 learners which were identified based on their test performances prior to the integration of media learning library materials in the delivery of the different learning competencies Araling Panlipunan The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest and posttest test performances of the Grade 5 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of media learning library materials to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest

scores performance of the Grade 5 learners before the integration of web-based teaching and learning approach in identifying the performance of the respondents, The Posttest scores performance of the Grade 5 learners after the implementation of the media learning library materials as well as the significant difference of the pretest and posttest performances before and after the implementation of the media learning library materials in teaching Araling Panlipunan for the 2<sup>nd</sup> grading Period . The focus of this study was the Grade 5 learners to gather necessary data that will be significant in the study; The proposed Improvement Plan was taken based on the findings of the study.

**Sampling.** There are 21 total number respondents who are included in the study. There are 9 Male and 12 Females with a 21 total number of respondents. The respondents or the grade 5 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

**Research Procedure.** The researcher was formulate the following procedures as guide in gathering of data:

The researcher asked permission from the Schools Division Superintendent, Second, to the District Supervisor to conduct a research study in all schools and to use the formative test questionnaires. The researcher prepared two groups in Grade 5 learners to be used as respondents. The researcher distributed the questionnaires to the pupils for them to answer before the integration of the Approach, then, After two weeks , the questionnaires were retrieved for the data to be consolidated. After the integration of the Approach which was done for a couple of months, the same manner in the Pretest was applied to get the needed data that was subjected to statistical treatment using simple percentage, weighted mean and coefficient of contingency. The performance of the grade 5 pupils was identified based on their Mean Percentage Score (MPS). The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division 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 where the school is located. 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 in Araling Panlipunan and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the 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 following statistical formulas were used in this study:

The quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the test performance of the Grade 5 learners.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the test performance of the Grade 5 learners in Araling Panlipunan

### III. RESULTS AND DISCUSSION

**TABLE 1**

**PRE-TEST PERFORMANCE OF GRADE 5 LEARNERS IN ARLING PANLIPUNAN**

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	5	24
17-24	Good	6	29
9-16	Fair	8	38
1-8	Poor	2	9
Total		21	100
<b>Weighted Mean</b>		<b>17.71</b>	<b>Good</b>

Table 1 presents the pre-test performance of Grade 5 Learners in Araling Panlipunan Subject. This results was based from the learnings or skills of the respondents based on the things that they have learned from the lessons that they have learned before the integration of the different learning materials in the media learning resources. This set of results gained by the Grade 5 learners in Grade 9 is just focused on the things that they have studied in the second grading period which somehow covered the 4 different learning competencies in Araling Panlipunan.

Based from the table in Table 1 Table 1 presents a detailed understanding of the students' preliminary understanding of the subject matter based on their pre-test performance analysis of Grade 5 students in Araling Panlipunan. The fact that no student received a score in the "Excellent" range (33–40) indicates that there is still opportunity for improvement in terms of reaching the highest levels of comprehension. On the other hand, the distribution in other categories shows a wide range of competencies. Remarkably, 24 percent or 5 respondents or the Grade 5 pupils are categorized as "Very Good" (25–32), indicating an excellent level of understanding. Furthermore, 29 percent of the class are rated as "Good" (17–24), indicating that a sizable portion of the class has a satisfactory understanding of Araling Panlipunan.

The pre-test results of Grade 5 students in Araling Panlipunan, as shown in Table 1, show a varied distribution of scores and offer important information about the students' preliminary understanding of the material. Interestingly, no student received a score in the 33–40 "Excellent" range, indicating that they did not perform exceptionally well on the pre-test. Still, a good percentage of the class showed excellent comprehension, with 24 percent in the "Very Good" range

(25–32) and another 29% in the "Good" range (17–24). This suggests that there are some areas where Araling Panlipunan is strong as a group. On the other hand, a significant portion of students—38 percent—scored in the "Fair" range (9–16), indicating areas that could use improvement. A lower proportion, 9%, was classified as "Poor" (1–8), indicating the necessity for focused. On the other hand, the pre-test identifies areas that need careful consideration. The majority, 38 percent, are in the "Fair" range (9–16), suggesting that basic ideas still require work. Less than 9% of students are classified as "Poor" (1–8), highlighting the need for focused interventions to address the underlying issues impeding their comprehension. The pre-test assessment's total of 21 students demonstrates the class's thorough representation.

The class is classified as "Good" based on the computed weighted mean of 17.71. Although this indicates an acceptable average level of comprehension, a more nuanced interpretation necessitates taking into account the distribution of scores. The dearth of students in the top category, which indicates a lack of excellence, presents an opportunity for teachers to improve their methods of instruction. In the future, educators can make use of the strengths that have been identified, especially those that fall into the "Very Good" and "Good" categories, to foster a collaborative learning atmosphere among students.

The wide range of scores highlights how crucial differentiated education is. To maximize overall comprehension, teaching strategies must be adjusted to meet the diverse learning needs of the students. In order to ensure comprehensive improvement, this analysis lays the foundation for a focused intervention plan that emphasizes both addressing weaknesses and strengthening strong areas. In order to improve the overall performance of Grade 5 students in Araling Panlipunan, it will be essential to track progress and refine instructional strategies through ongoing assessment and monitoring.

With a weighted mean of 17.71, the class falls into the "Good" category for overall performance. The pre-test results show that the Grade 5 students have an acceptable average level of understanding. The lack of excellence highlights how important it is to use specialized teaching techniques to improve students' comprehension in particular subject areas. In the future, these findings give teachers a basis on which to build as they carry out focused interventions and modify their pedagogical strategies to strengthen areas of strength and address areas of weakness. Since the distribution of scores highlights the range of student aptitudes, differentiated instruction is required to meet each student's unique learning needs. In order to track development and make sure that subsequent interventions successfully contribute to the general improvement of Araling Panlipunan comprehension within the class.

The results in table 1 implied that the pre-test results of Grade 5 students in Araling Panlipunan that the lack of pupils in the "Excellent" range suggests that there may be a gap in the depth of knowledge, emphasizing the need for teaching techniques that can foster critical thinking and a more in-depth engagement with the material. This means that teachers must review and improve their methods of instruction in order to help students develop higher order cognitive skills and create an environment in the classroom that values excellence. Acknowledging and utilizing the skills already present in the class can help create a nurturing environment for learning that supports individual and group development. Teachers ought to pinpoint this group's particular weak points and use specialized techniques to cover fundamental ideas. This could entail more materials, one-on-one assistance, or different teaching strategies to accommodate different learning preferences and close comprehension gaps. For the learners who fall into the "Poor" category need specialized attention, and teachers should think about creating individualized learning plans, offering remedial classes, or providing extra resources to make sure these students understand the material before moving on to more advanced curriculum.

**TABLE 2**
**POST TEST PERFORMANCE OF GRADE 5 LEARNERS IN ARLING PANLIPUNAN**

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	12	57
25-32	Very Good	8	38
17-24	Good	1	5
9-16	Fair	0	0
1-8	Poor	0	0
Total		21	100
<b>Weighted Mean</b>		<b>31.43</b>	<b>Very Good</b>

Table 2 presents the posttest performance of Grade 5 Learners in Araling Panlipunan Subject. This results was based from the learnings of the respondents based from the discussions of the teacher-researcher that they have gained from the past 4 weeks of the implementation of the strategies or intervention which covered the 4 different learning competencies.

Based from the table 2, the Grade 5 learners in Araling Panlipunan performed significantly better on the post-test than they had on the pre-test. Significantly, 57 percent of learners or 21 total number of respondents received scores in the "Excellent" range (33–40), demonstrating a marked improvement in their comprehension of the material. This significant improvement in quality indicates how well the teaching strategies used during the pre-test and post-test periods worked. The increase in the "Excellent" category not only represents individual accomplishments but also favorably impacts the class's overall progress. Furthermore, 38 percent of students performed at a commendable level, falling into the "Very Good" range (25–32). The overall distribution shows that a significant portion of the class still has a strong grasp of the material, despite a slight decline from the pre-test "Very Good" percentage. The grade 5 learners that score in both "Excellent" and "Very Good" indicate a consistent level of performance and comprehension, demonstrating the efficacy of the instructional strategies used during the lesson. Remarkably, the post-test results showed a 5 percent decline in the "Good" category (17–24). This decline may be cause for concern, but it can also be seen as a normal outcome of the focus on reaching higher comprehension levels. Students' absence from the "Fair" and "Poor" categories point to a system of support and intervention that is effective in eliminating scores lower than 17. With 21 students, the class is well-represented, and the outcomes show how effective educators' targeted interventions and instructional modifications have been. The weighted mean significantly increased from 17.71 (Good) in the pre-test to 31.43 (Very Good) in the post-test, indicating that the teaching strategies used had a positive effect. This increase in the average score is consistent with a significant rise in the proportion of students attaining excellence. Finally, the post-test results show that the Grade 5 students' comprehension of Araling Panlipunan has significantly improved. The trend upward in the categories, particularly the notable rise in the "Excellent" range, suggests that the specific teaching strategies are working. These findings can be used by educators to pinpoint effective teaching strategies and further improve their methods to guarantee that students' academic performance keeps improving. Maintaining and accelerating this positive momentum will require constant evaluation and modification of instructional tactics.

This impressive development in the test performance of the grade 5 learners in Araling Panlipunan which was shown in table 2 implies that the teaching strategies and interventions used in the course had a major beneficial effect on students' comprehension, leading to a considerable number of students achieving an excellent level of understanding considering that the majority of the class still showed a strong understanding of the material, despite a slight decline from

the pre-test results. This continuous performance in the "Very Good" range suggests that a sizable percentage of the students were able to maintain a high degree of achievement thanks to the instructional strategies that were put in place.

Even though these outcomes are clearly encouraging, teachers should keep an eye on each student's development and pinpoint areas that still need work. The post-test results form the basis for improving teaching techniques, highlighting effective tactics, and resolving any unresolved issues. The significant improvement shows how well the instructional interventions and teaching techniques used during the course promoted a deeper comprehension of the material. It means that the class has come a long way toward reaching excellent comprehension standards. Maintaining this level of achievement, despite a slight decline from the pre-test, shows how well students understood Araling Panlipunan concepts over time. It highlights how effective continuous improvement strategies have been in maintaining a sizable majority of students in the "Very Good" range, which supports a continuous culture of academic excellence.

**TABLE 3**

**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 5 LEARNERS IN ARLING PANLIPUNAN**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>GRADE 5 Pupils in Araling Panlipunan</b>	Pre	17.71	1.331	0.624	Reject H <sub>o</sub>	Significant
	Post	31.42				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 5 in Araling Panlipunan. In this table, it reveals how the respondents or the grade 5 learners responded the different learning competencies in second grading period of the aforementioned subject. Based on the results in table 3, it was revealed that the results of the test measuring the variation between the Grade 5 students' pre- and post-test scores in Araling Panlipunan are shown in Table 3. The students' mean score on the pre-test was 17.71, and the computed t-value of 1.331 shows that this increased significantly to 31.42 on the post-test. The critical t-value was set at 0.624 in order to assess the statistical significance of this change. The null hypothesis (H<sub>o</sub>), which postulates a significant difference between the pre- and post-test scores, was decided to be rejected. This suggests that the intervention or teaching strategy used had a significant effect on the Grade 5 students' Araling Panlipunan performance. The results' interpretation highlights the success of the intervention given by the teacher researcher to the set of grade 5 learners and points to a favorable learning outcome..

The results in the table 3 implies that there was this significant improvement in test results which indicates that the educational intervention used significantly raised the Araling Panlipunan proficiency of students in Grade 5 learners. The substantial increase in mean scores, which indicates the extent of improvement, highlights the efficacy of the curriculum adjustments or teaching methodology employed during the study period. The confidence in attributing the observed changes to the particular educational interventions rather than to chance is further strengthened by the statistically significant result. Rejecting the null hypothesis is crucial because it offers empirical evidence in favor of the hypothesis that the implemented instructional strategy improved the learners' comprehension and acquisition of knowledge in Araling Panlipunan. It follows that the customized intervention made a major contribution to the academic growth of Grade 5 learners in that subject, highlighting the significance of focused instructional strategies. In addition, the computed t-value of 1.331 surpassing the critical t-value of 0.624 offers information about the magnitude of the effect in addition



to supporting the rejection of the null hypothesis. The significant increase in mean scores indicates that the difference between pre-test and post-test scores is not only statistically significant but also practically meaningful. This suggests that the Grade 5 learners at Araling Panlipunan's overall test performance was significantly impacted by the intervention. The substantial increase in mean scores and the rejection of the null hypothesis underscore the efficacy of the instructional approach, underscoring the significance of focused interventions in augmenting students' academic accomplishments. In order to maximize student learning outcomes in the subject, curriculum development and instructional methodologies that are supported by evidence-based strategies are strengthened by the valuable insights this study offers to educational practices.

#### **IV. CONCLUSION**

Based from the results of the study on the integration of the media learning resources in the delivery of the most essential learning competencies in Araling Panlipunan particularly in the second grading period is significantly effective in improving the test performance of the Grade 5 learners. Furthermore, the teaching strategies which focuses on the utilization of the aforementioned intervention used in the course had a major beneficial effect on learners' comprehension, leading to a considerable number of learners' achieving an excellent level of understanding considering that the majority of the class still showed a strong understanding of the material, despite a slight decline from the pre-test results.

#### **V. RECOMMENDATIONS**

1. The proposed intervention plan should be utilized and be part of the things to consider to deliver the different learning competencies in Araling Panlipunan not only in the second grading period but also to other grading period.
2. The Education Program Supervisors are essential in guiding and overseeing the application of media integration. They ought to regularly observe classrooms, provide teachers with feedback, and supply resources to aid them in their work and make sure that the standards and objectives of the curriculum are met by the integration of media learning resources. Workshops can be facilitated by supervisors to fill in any gaps and guarantee a smooth integration procedure.
3. The school head should facilitate the integration of media resources and set aside funds and technology. This entails making digital devices accessible, guaranteeing a dependable internet connection, and making pertinent software or subscription purchases. They should also encourage a culture of experimentation and innovation in your leadership by cultivating a positive and encouraging environment. Celebrate and acknowledge accomplishments, fostering an atmosphere that encourages educators to experiment with novel pedagogies.
4. The teachers should participate to effectively integrate media learning resources and proactively participate in professional development opportunities. Workshops, instruction, and continuous support will improve their ability to use digital tools to maximize educational opportunities. Exchange creative ideas, lesson plans, and best practices, teachers should be encouraged to collaborate on planning. This helps to refine the integration of media resources and cultivates a culture of continuous improvement.
5. Educate parents about the advantages of media integration and how it affects students' learning, schools should hold awareness programs. This will assist parents in understanding how the educational landscape is changing and how to provide for their children at home. Motivate parents to take an active role in their

kids' education. This can involve taking part in school activities, going to digital literacy workshops, and encouraging the use of media resources for scholastic enrichment.

6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct longitudinal research to evaluate the efficacy of the results and find some learning gap to create a more comprehensive findings that could help improve the study.

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