

Supplementary Activity Guide in Improving Students Performance in TLE Handicraft

Liezel A. Agdan¹, Zenaida M. Cuenca, MAT²

<https://orcid.org/0000-0003-0169-4377>

liezel.agdan@deped.gov.ph¹, zmmcuenca@gmail.com²

Laguna State Polytechnic University, San Pablo City Campus, San Pablo Laguna, Philippines

Abstract

This study aimed to determine the Perception of the respondents on the developed Supplementary Activity Guide and relate the significant relationship to the cognitive and practice task performance of Grade 8 learners in TLE Handicraft. The descriptive experimental method of research was used in this study. A researcher-made questionnaire, written test, and practice task were used to gather the data needed for the study. Respondents were 44 Grade 8 students of Dr. Juan A. Pastor Integrated National High School. The statistical tools that were used were frequency, percentage, weighted mean, t-test, Pearson Product Moment Correlation Coefficient. The finding reveals that the respondents perceived the Supplementary Activity Guide in terms of Learning Objectives, Content, Practicality, Adaptability and Technical Quality as Manifested. The cognitive performance of the respondents increased from “Needs Improvement” to “Excellent” as shown from their pretest and posttest scores. Based on the findings, it is concluded that there is a significant difference that exist between the cognitive performance of the respondents before and after exposure in the Supplementary Activity guide. There is a significant relationship between Technical Quality and Practice Task while there is no significant relationship between the respondent’s perception of the Supplementary Activity Guide as to Objectives, Learning Content, Practicality, and Adaptability, Cognitive Performance, and Practice Task. Thus, it was recommended that the Department of Education may consider the findings of this study in the development and reproduction of academic learning materials. Teachers may use and consider the findings of this study in making learning materials. Researchers with similar study may use these findings to further enhance their papers.

Keywords: modular distance learning, Supplementary Activity Guide, modules, cognitive, practice task, TLE