

Video-Recorded Lessons: Its Impact on the Academic Performance of Grade Four Pupils in Mathematics in the New Normal Setting

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Abstract

Video-Recorded lesson is one of the interesting interventions during the modular learning in today's milieu amidst the new normal education. Hence, the main purpose of this study is to evaluate the effectiveness of the video-recorded lessons as supplement in the Self-Learning Module on the academic performance of the Grade 6 pupils in Mathematics at Salabaca Elementary School, Salabaca, Esperanza, Sultan Kudarat for school year 2021-2022. The aforementioned study employed a Descriptive-Correlational design to determine the effectiveness of the video-recorded lessons to the enrichment of the academic performance of Grade four pupils in Mathematics. Further, the respondents of the study were the selected Grade Four pupils at Salabaca Elementary School, Salabaca, Esperanza, Sultan Kudarat. Using a Purposive Sampling Technique in which all the identified 30 poor performing learners in Mathematics were selected. These pupils are the ones who are officially enrolled in the school year 2021-2022. Eventually, there were 30 pupils included in this study who were under the class with Video-Recorded Lessons in Mathematics. Based on the result, the Grade six pupils identified four (4) lessons/topics in mathematics that affect their academic performance in Mathematics, and the Video-Recorded Lessons in Mathematics Six which prepared and adopted by the researcher, passed the above standard set by the target users. Further, the learners' summative test is above passing grade which can be attested by the effective utilization of the selected Video-Recorded lessons in Mathematics Six, and evidently there is a significant relationship between the Learners' Acceptability of the Video-Recorded Lesson and their Level of Academic Performance in Mathematics four during the 3rd Quarter school year 2021-2022.

Keywords: Video-Recorded Lesson, New Normal Setting, Academic Performance