Validation of Learning Activity Sheets and Learners' Performance in Araling Panlipunan

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Abstract

Expert opinion was taken for the validity of the Learning Activity Sheets depending on four characteristics: Utilization, Runtime, Appeal, and Comprehensiveness. Learning Activity Sheets. Learners' performance will be recorded in a monitoring tool whether they completed every task in their Learning Activity Sheets. Thus, the data will be validated through a questionnaire on the characteristics of Learning Activity Sheets.

The Learning Activity Sheets are an advantage for the teachers who can't decide on activities most suitable for learners. Teachers may be aware of the appeal of learning activity sheets in delivering the lessons and activities to the learner's comprehension.

This paper analyzes the significant difference between the Learning Activity Sheets and Performance Task components. Specifically, it ought to determine the significant effect of the learning activity sheet on the performance in Araling Panlipunan, the mean performance of grade 8 learners based on the result of Pre-Test and Post Test, significant difference in the mean performance of grade 8 learners based on the result of the pre-test and post-test, the level of Validity of the Learning Activity Sheets in Araling Panlipunan in terms of their characteristics as to: Utilization, Runtime, Appeal and Comprehensiveness, the level of validation of the Learning Activity Sheets in Araling Panlipunan in terms of content as to: Content, Organization and Language, Illustrations/Image and Design and Layout.

With activity sheets created by the teachers, the researcher aims to determine the Academic Performance of Learners. The level of validity of learning activity sheets in terms of components and characteristics is significant to the learners' learning. The components of Learning Activity Sheets significantly affect the learners learning outcomes using the pre-test and posttest in Araling Panlipunan. There is a significant difference in the mean of grade 8 learners based on their pre-test and post-test results. In conclusion, teachers may be aware of the appeal of learning activity sheets in delivering the lessons and activities to the learner's comprehension. It is suggested that the Curriculum Developers and Writers may examine every aspect of the learning material to ensure the correctness and accurate information for students to establish prior knowledge of the lesson.

Keywords: Validation, Learning Activity Sheets, Learners' Performance, Performance Task, Curriculum Developers and Writers, Evaluators

1. Main Text

Introduction

Learning Activity Sheets (LAS) are new and not yet completely understood, the teachers simultaneously continue training in preparation for the new normal. Collaborative learning is considered critical in this new education setup, but LAS can make the work easy. As an evaluation instrument, teachers can use worksheets to comprehend learners' past information, the result of learning, and the way toward learning. Simultaneously, Sampaloc National High School uses LAS that can be utilized to empower learners to screen the advancement of their learning. With the help of worksheets, students can figure out difficult concepts and address them freely. By and by, perhaps the best strength as a learner has the option to perceive and adjust to a teacher's showing style, which normally happens through the material the person distributes during class. With Learning by Design, the teacher mindfully designs or chooses learning activities based on which activity activates knowledge.

One of the parts of LAS is the performance which has a rubric that can evaluate learners' performance which is the main subject of the study. It can be used to understand students' previous knowledge, the outcome of learning, and the learning process; at the same time, it can be used to enable students to monitor the progress of their learning. Teachers facilitate learning through monitoring competencies covered based on the Budget of Work issued by the DepEd and Curriculum guide. The teacher will prepare pre-test and post-test every quarter to assess learners' performance. Learners' performance will be recorded in a monitoring tool whether they completed every task in their Learning Activity Sheets. The learners' feedback on their experience answering the activities is recorded in their self-monitoring tool.

Background of the Study

Teachers need to be resourceful; one way of doing that is designing learning activity sheets. With activity sheets created by the teachers, the researcher aims to determine the Academic Performance of Learners. Implementing basic education has been crucial as a teacher in the new normal. It underwent many questions on how it will be possible to deliver primary education in the best possible way. As for the implementation rules and regulations of the school's learning continuity plan, the researcher became curious about how modular learning will be possible using Learning Activity Sheets (LAS).

Learning Resource and Development Management System was hereby created to ensure that appropriate learning resources of good quality will be made available as part of the school readiness mechanism. In the current class opening this school year 2021-2022, on September 13, 2021, the JHS teachers of Sampaloc National High School will be utilizing Learner Activity Sheets to support the child learning opening.

Learning opportunities shall be made available. Public School teachers are urged to contextualize the MELCs to accommodate the varying contexts of learners, teachers, learning environment, and support structures considering both the content and performance standards. This is the main concern in the study. The researcher will identify the learners' performance using Learning Activity Sheets in Araling Panlipunan. Every sheet will contain an assessment with rubrics to identify learners' performance tasks such as writing songs, writing speeches, creating video presentations, etc.

These tasks will be designed by the Araling Panlipunan teachers, which will be based on the Curriculum Guide and Budget of Work to aid the learning o learners. Performance Task of Learners is the focus of the study, which will be graded through a rubric. Components and Characteristics of Learning Activity Sheets will also be identified as to whether it is appropriately made for the need of the learners.

It is the teacher's responsibility to monitor the learners' progress. Learners may ask for guidance from the teacher on any platform via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community are requested to serve as learning facilitators at home. It is challenging to deal with learners who are incapable of independent learning. This is still an issue that the DepEd needs to address in this new normal.

Theoretical Framework

Instructional written materials play important roles as teachers' agents in effective teaching practices (Lee, 2014). Quite possibly, the most now and again utilized materials are worksheets. The examination intends to investigate the connections between worksheet use and scholarly accomplishment. It will be analyzed using TIMSS and PIRLS information and numerous relapse investigations. Concerning the premise of the study, there are two measurements. It has five connections among science accomplishment, worksheet use, and other related factors. It will be the premise in strategy in this exploratory investigation.

Activity-Based Learning (ABL) is a learning process in which students are constantly engaged (Panko et al., 2007, as cited in Anwer, 2019). Action-based learning is the gauge for innovative and essential reasoning abilities improvement. Notwithstanding, this strategy will not work as expected if understudies are not spurred enough to accomplish their genuine potential. The most valuable and compelling technique to instruct ideas that are mind-boggling in nature is by including understudies in intelligent exercises, which is likewise the foundation of ABL. Using various homeroom exercises, the understudies' basic reasoning and imaginative abilities are likewise improved.

An experimental study design will be utilized in this study consisting of an experimental and controlled group. The experimental group received treatment, while the control group received no treatment. Random assignment for the selection of subjects was considered, and pre-test and post-test control group experimental research design was used for this study (Fraenkel & Wallen, 2012).

The study has two variables the Learning Activity Sheets and the Learning Performance. The relationship between these two variables will be identified through the analysis of assessment data. Thus, the data will be validated through a questionnaire on the characteristics of Learning Activity Sheets.

Statement of the Problem

This study explores the association between worksheet usage and achievement in grade eight (8) students in Sampaloc National High School. To gain an overview of the association, the questions that arise are:

1. Determine the level of validation of the Learning Activity Sheets in Araling Panlipunan in terms of component as to:
   - 1.1 Content;
   - 1.2 Organization and Language;
   - 1.3 Illustrations and Image;
   - 1.4 Design and Layout.
2. Determine the level of Validity of the Learning Activity Sheets in Araling Panlipunan in terms of their characteristics as to:
   - 2.1 Utilization;

2.2 Runtime;
2.3 Appeal; and
2.4 Comprehensiveness.

3. Determine the mean performance of grade 8 learners based on the result of
3.1 Pre-Test; and
3.2 Post-Test.

4. Determine the significant difference in the mean performance of grade 8 learners based on the result of the pre-test and post-test.

Research Methodology

This research determined the validation of learning activity sheets and learners' performance in Araling Panlipunan of the selected grade 8 students in Sampaloc National High School.

Research Design

This study employed an exploratory correlation between using learning activity sheets in the teaching of Araling Panlipunan. There was a needs assessment before the pre-test and post-test for the controlled and the experimental groups.

This research utilized a descriptive-correlational design by Camorin (2010) to gather important data that are relevant to the study. It is a design used to collect and analyze data and measure two variables of the study: instructional strategies employed by the teachers in teaching AP and the academic performance of grade 8 students applying the pre-test and post-test. The extent of effectiveness of utilizing the Learning Activity Sheets as an instructional strategy was measured including the proficiency level or academic performance of the learners in Araling Panlipunan.

Research Procedure

The approval of the research adviser was initially secured regarding the use of the questionnaires. The questionnaire serves as the primary instrument in the data gathering. The researcher started collecting the data upon approval and validation of the content of the learning material.

For the collection of data, Social Science teachers will evaluate learning activity sheets in Araling Panlipunan. Then, Grade 8 Learners will answer the Learning Activity Sheets. For the Process, questionaires will be administered for validation of Learning Activity Sheets in Araling Panlipunan 8. After the Validation is the Crafting of Learning Activity Sheets in Araling Panlipunan 8 based on the comments and suggestions. Followed by the development of training materials are which is collaboratively developed whenever possible by both personnel from the T&D and LRMD systems. Then the materials are developed according to the the Conceptual Framework of Araling Panlipunan K to 12 Basic Education Curriculum. Afterwards the researcher will tabulate the teachers' responses. And then the comparative analysis of the pre-test and posttest. Next is the Statistical analysis of data and interpretation. For the output of the study, it ought to produce Validated Learning Activity Sheets in Araling Panlipunan.

Besides the items about the profile, research participants were requested to rate a series of statements using a 5 – point scale. The following scale were used.

5 - Very High
4 - High
3 - Moderate
2 - Low
1 - Very Low

The researcher critically analyzed the data first to determine the reliability and to determine the true meaning and value of the data. The researcher personally administered the collection of data. The questionnaires were individually given to each respondent and collected personally. The respondents were given enough time to answer the questions. They were also allowed to ask questions and raise their comments and suggestions to the researcher regarding the study. The researcher was liable for the answer of the respondents.

Research Instrument

The researcher used an assessment skills tool or a self-made questionnaire as a data-gathering instrument. The process involved collecting the data to test the hypothesis to answer questions concerning the level of improvement in the academic performance of grade 8 Students using the Learning Activity Sheets as a learning tool.

Statistical Treatment of Data

The IPO model uses a system in three stages: input, process, and output. Inputs are modeled as consumables and efforts introduced to a system at the beginning stage of the lifecycle. Outputs are modeled as a result produced by the system. The study would be a descriptive-correlational research design that primarily employed the survey method to obtain information from the students.

To determine the level of validation of the learning activity sheet in terms of component and characteristic, mean and standard deviation was need. Frequency, Percentage, Mean and Standard Deviation also need to determine the mean performance of the learner in the pre-test and posttest. The paired T-Test was needed to determine the significant difference in the performance of the learner in pre-test and posttest.

Results and Discussion

Level of Validation of Learning Activity Sheets

This first section sought to identify the Component of Learning Activity Sheets in Araling Panlipunan in terms of content, organization, language, illustration, design, and layout. It was determined by the overall mean and standard deviation.

Table 1 illustrates the validity of learning activity sheets in Araling Panlipunan in terms of Component and Content. Among the statements above, “The most essential learning competency (MELC) is met” yielded the highest mean score of *(M=4.93, SD=0.26)* and was remarked as Strongly Agree. This is followed by “The activities are consistent with the objectives" and "The activities are age-appropriate, culturally relevant, and gender-sensitive" with a mean score of *(M=4.80, SD=0.41)* and were also remarked as Strongly Agree. On the other hand, the statement “The activity sheets are free from the following: Conceptual error, Factual error, and Typographical errors” received the lowest mean score of *(M=4.60, SD=0.51)* yet was also remarked as Strongly Agree.

Overall, the level of validity on the components of learning activity sheets in Araling Panlipunan in terms of content attained a mean score of 4.77 and a standard deviation of 0.42 and was interpreted as *Very High* among the respondents.

Table 1. Level of Validity of Learning Activity Sheets in Araling Panlipunan interms of Component as to Content

	STATEMENT	MEAN	SD	REMARKS
1.	The activity sheets are free from the following: Conceptual error, Factual errors, and Typographical errors	4.60	0.51	Strongly Agree
2.	The activities are consistent with the objectives.	4.80	0.41	Strongly Agree
3.	The activities and instructions are clear and focused.	4.73	0.46	Strongly Agree
4.	The activities are age appropriate, culturally relevant, and gender-sensitivity.	4.80	0.41	Strongly Agree
5.	The most essential learning competency (MELC) is met.	4.93	0.26	Strongly Agree

Overall Mean = 4.77
Standard Deviation = 0.42
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

This means that the content of activity sheets is clearly crafted. Giving clear directions in learning activity sheets can help guarantee that students completely understand what they need to do to attain the goals. It will calm learners' worries, soothe their fears, and assist them in confirming expectations so that they may be satisfied and successful in school.

According to Wasserman, Davis, and Astrab (2007), creating effective, high-quality learning activities begins with adherence to an explicit design process. Student learning must be examined both during and after each activity to ensure that the activity delivered the necessary level of comprehension. The activity should also be evaluated to identify ways to improve it for future use. In designing learning activities, one must consider how learners make sense of new information, acquire new skills, or develop a new way of being (Wasserman, Davis, and Astrab, 2007, as cited by Bransford, Brown, & Cocking, 2000). There are specific needs of distance learners, according to Gibson (1998), as comprehensive content, valuable resources, engaging, clear directions throughout the course, and the facility to engage with their teacher(s) to raise concerns and acquire feedback.

Table 2. Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Component as to Organization and Language

STATEMENT	MEAN	SD	REMARKS
1. The activities are arranged from simple to challenging.	4.67	0.49	Strongly Agree
2. The statements/phrases are coherent and within the context of the MELC.	4.80	0.41	Strongly Agree
3. The length of sentences is suitable for the learners.	4.80	0.41	Strongly Agree
4. The vocabulary or choice of words/expressions is appropriate for the target learners.	4.67	0.49	Strongly Agree
5. Words are correctly spelled.	4.73	0.46	Strongly Agree
6. Punctuations are appropriately used and are in the right places.	4.80	0.41	Strongly Agree
7. Rules on capitalization and hyphenation are observed.	4.73	0.46	Strongly Agree
8. Thoughts or ideas are logically sequenced.	4.80	0.41	Strongly Agree
9. Headings or titles are appropriate to the content.	4.93	0.26	Strongly Agree

Overall Mean = 4.77
Standard Deviation = 0.42
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

Table 2 shows the Level and Validity of the Learning Activity Sheet in Araling Panlipunan in terms of Component as to Organization and Language. Among the statements above, "Headings or titles are appropriate to the content" yielded the highest mean score of *(M=4.93, SD=0.26)* and was remarked as Strongly Agree. This is followed by "The statements/phrases are coherent and within the context of the MELC," "The length of sentences is suitable for the learners," "Punctuations are properly used and are in the right places," and "Thoughts or ideas are logically sequenced" with a mean score of *(M=4.80, SD=0.41)* and were also remarked as Strongly Agree. On the other hand, the statements "The activities are arranged from simple to challenging" and "The vocabulary or choice of words/expressions is appropriate for the target learners" received the lowest mean score of *(M=4.67, SD=0.49)* yet were also remarked Strongly Agree.

Overall, the Level and Validity of Learning Activity Sheet in Araling Panlipunan in terms of Component as to Organization and Language attained a mean score of 4.77 and a standard deviation of 0.42 and was interpreted as *Very High* among the respondents. It simply means that the organization and language of the Learning Activity Sheets are well-planned and based on the standard format and to the theory of model of validation.

Schramm et al. (2018) found that students can benefit from instruction addressing these processes more explicitly. Communication is clear, logical and suited to the subject and objectives. The tasks are clearly defined in both the teacher and student materials. The information is accessible to a diverse range of abilities and achievement levels. The methodology includes activities encouraging student self-expression and interaction.

Table 3 exemplifies the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Component as to Illustration/Image. Among the statements above, "Illustrations or images are appropriate to the age, context, setting, and experience of the target learners" yielded the highest mean score of *(M=4.93, SD=0.26)* and was remarked as Strongly Agree.

On the other hand, the statement "Illustrations or images are not pixelated" received the lowest mean score of *(M=4.87, SD=0.35)* yet was also remarked Strongly Agree.

Table 3. Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Component as to Illustration/Image

STATEMENT	MEAN	SD	REMARKS
1. Illustrations or images are appropriate to the target learners' age, context, setting, and experience.	4.93	0.26	Strongly Agree
2. Illustrations or images are not pixelated.	4.87	0.35	Strongly Agree

Overall Mean = 4.90
Standard Deviation = 0.31
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

Overall, the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Component as to Illustration/Image attained a mean score of 4.90 and a standard deviation of 0.31 and was interpreted *Very High* among the respondents. It indicates that images are clear and appropriate to the context of the Learning Activity Sheets. Some feedback about the media is more interesting content by pictures, interactive and students are very easy to understand (Martin Bernard et al., 2019).

Table 4 presents the Level Validity of Learning Activity Sheets in Araling Panlipunan in Component as to Design and Layout. Among the statements above, "Standard icons are used" yielded the highest mean score of *(M=4.93, SD=0.26)* and was remarked as Strongly Agree. This is followed by "Fonts are easy to read and are of the standard size" and "The activity sheets can be created and stored in a computer and are easy to edit and print" with a mean score of *(M=4.87, SD=0.49)* and *(M=4.87, SD=0.35)* and were also remarked as Strongly Agree.

Table 4. Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Component as to Design and Layout

STATEMENT	MEAN	SD	REMARKS
1. The activity sheets are properly laid out.	4.73	0.46	Strongly Agree
2. Questions and tasks are clearly labeled with numbers or letters.	4.67	0.49	Strongly Agree
3. Fonts are easy to read and are of the standard size.	4.87	0.49	Strongly Agree
4. There is space for the learners' names, grade levels, dates, and scores.	4.67	0.49	Strongly Agree
5. Standard icons are used.	4.93	0.26	Strongly Agree
6. The activity sheets can be created and stored on a computer and are easy to edit and print.	4.87	0.35	Strongly Agree

Overall Mean = 4.79
Standard Deviation = 0.41
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

On the other hand, the statements "Questions and tasks are clearly labeled with numbers or letters" and "There is space for the learners' name, grade level, date, and score" received the lowest mean score of *(M=4.67, SD=0.49)* yet was also remarked Strongly Agree.

Overall, the Level Validity of Learning Activity Sheets in Araling Panlipunan in Component as to Design and Layout attained a mean score of 4.79 and a standard deviation of 0.41 and was *Very High* among the respondents.

The additional pictures on the LAS were one of the improvements stated by the developed. It's important to consider how students process new information, learn new skills, or establish a new way of thinking. Delos Reyes and Caballes (2021) implied that the activity design process is the rigorous preparation of learning experiences to fulfill those two goals. The first step in producing successful, high-quality learning activities is to adhere to an established design approach. To verify that each activity provided the requisite level of comprehension, learning outcomes must be reviewed both during and after the activity.

Level of Validity of Learning Activity Sheets in terms of Characteristics

In this study, the characteristics of Learning Activity Sheets was described as to utilization, runtime, appeal, and comprehensiveness. It was determined by the overall mean and standard deviation.

Table 5. Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Utilization

	STATEMENT	MEAN	SD	REMARKS
1.	The instructions are clear and concise.	4.67	0.49	Strongly Agree
2.	The directions are clearly written.	4.80	0.41	Strongly Agree
3.	The worksheet helps you with concepts you do not understand.	4.53	0.64	Strongly Agree
4.	It provides direct knowledge for clear understanding.	4.47	0.64	Strongly Agree
5.	It gives learners routinary activities while answering the worksheets.	4.60	0.63	Strongly Agree

Overall Mean = 4.61
Standard Deviation = 0.57
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

Table 5 illustrates the Level Validity of Learning Activity Sheets in Araling Panlipunan regarding Characteristics as to Utilization. Among the statements above, "The directions are clearly written" yielded the highest mean score of *(M=4.80, SD=0.41)* and was remarked as Strongly Agree. This is followed by "The instructions are clear and concise" with a mean score of *(M=4.67, SD=0.49)* and was also remarked as Strongly Agree. On the other hand, the statement "It provides direct knowledge for clear understanding" received the lowest mean score of *(M=4.47, SD=0.64)* yet was also remarked Strongly Agree.

Overall, the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Utilization attained a mean score of 4.61 and a standard deviation of 0.57 and was interpreted as *Very High* among the respondents. This means that Learning Activity Sheets (LAS) are supplementary learning resources in which learners can engage, such as individualized learning exercises that further develop the desired knowledge and skills they acquire from different lessons (DO. 036 s., 2021). Worksheets can also be used by instructors as an assessment tool to comprehend students' prior knowledge, learning outcomes, and learning processes; they can also be used by students to track their own learning progress.

Table 6 describes the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Runtime. Among the statements above, "I can exactly evaluate a similar task I did before" yielded the highest mean score of *(M=4.60, SD=0.74)* and was remarked as Strongly Agree. This is followed by "I can estimate task execution time (even if never tried before)" and "I usually make a mistake about no more than 1/3 of the actual time" with a mean score of *(M=4.40, SD=0.74)* and were also remarked as Strongly Agree. On the other hand, the statement "I exactly know how much time will be spent. My prediction is based on experience" received the lowest mean score of *(M=4.27, SD=1.16)* yet was also remarked Strongly Agree.

Overall, the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Runtime attained a mean score of 4.40 and a standard deviation of 0.92 and was interpreted as *Very High* among the respondents.

Table 6. Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Runtime

	STATEMENT	MEAN	SD	REMARKS
1.	I can estimate task execution time (even if never tried it before).	4.40	0.74	Strongly Agree
2.	I usually make a mistake about no more than 1/3 of the actual time.	4.40	0.74	Strongly Agree
3.	I can exactly evaluate a similar task I did before.	4.60	0.74	Strongly Agree
4.	I can split a task into smaller parts and then make an evaluation for each of them.	4.33	1.18	Strongly Agree
5.	I exactly know how much time will be spent. My prediction is based on experience.	4.27	1.16	Strongly Agree

Overall Mean = 4.40
Standard Deviation = 0.92
Verbal Interpretation = Very High
Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

Learning Activity Sheets prepared and developed by teachers with the guidelines from the division learning area supervisors and school heads. This means that Learning Activity Sheets are an advantage for the teachers who can't decide on activities most suitable for learners. Through this kind of intervention materials, parents are also satisfied to sustain their children's need in achieving the learning objectives in each time.

By design, 70% of the class time is spent with the students performing individual tasks aimed to help him to be self-sufficient as a problem solver. The remaining 30% of the class time is devoted to the session led by the expert teacher for reinforcing right principles or correcting wrong impressions and interpretations of the subject matter. During this time, students who had performed the activity and tried answering the questions and exercises, will be in a state of mind that fosters attentiveness and deep learning (How Dynamic Learning Program Revolutionized Learning, 2020). A consequence of this dependence on runtime events is that the activities set to learners are no longer wholly predictable, they depend on the course of the collaboration.

Table 7. Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics as to Appeal

	STATEMENT	MEAN	SD	REMARKS
1.	The activity sheets are nicely presented.	4.47	0.64	Strongly Agree
2.	It is free from errors and misspelled words.	4.40	0.63	Strongly Agree
3.	The words are all readable and legible.	4.67	0.62	Strongly Agree
4.	There are no superimpositions.	4.67	0.62	Strongly Agree
5.	The worksheets are appealing and motivating.	4.67	0.62	Strongly Agree

Overall Mean = 4.57
Standard Deviation = 0.62
Verbal Interpretation = Very High

Legend: Verbal Interpretation
5 - Very High
4 -High
3 -Moderately High
2 -Low
1 -Very Low

Table 7 explains the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics of Learning Activity Sheets as to Appeal. Among the statements above, "The words are all readable and legible," "There are no superimpositions," and "The worksheets are appealing and motivating" yielded the highest mean score of *(M=4.67, SD=0.62)* and were remarked as Strongly Agree. This is followed by "The activity sheets are nicely presented" with a mean score of *(M=4.47, SD=0.64)* and was also remarked as Strongly Agree. On the other hand, the statement "It is free from error and misspelled words" received the lowest mean score of *(M=4.40, SD=0.63)* yet was also remarked Strongly Agree.

Overall, the Level Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics of Learning Activity Sheets as to Appeal attained a mean score of 4.57 and a standard deviation of 0.62 and was *Very High* among the respondents.

According to Richardson, J. C., & Swan, K. (2003), activities that involve student interaction with content can include listening to and watching a live or recorded talk, engaging with a written or visual text, engaging with multimedia, or a combination of these.

Table 8. Level of Validity of Learning Activity Sheet in Araling Panlipunan in terms of Characterictics as to Comprehensiveness

STATEMENT	MEAN	SD	REMARKS
1. I find it easy to study with Learning Activity Sheets.	4.93	0.26	Strongly Agree
2. I can understand new concepts easily.	4.73	0.46	Strongly Agree
3. I start and finish my work on time.	4.60	0.51	Strongly Agree
4. I followed instructions accurately.	4.80	0.41	Strongly Agree
5. I fully understand the concepts taught.	4.80	0.41	Strongly Agree

Overall Mean = 4.77
Standard Deviation = 0.42
Verbal Interpretation = Very High

Table 8 illustrates the level of validity of learning activity sheets in Araling Panlipunan in terms of Characteristic as to Comprehensiveness. Among the statements above, "I find it easy to study with Learning Activity Sheets" yielded the highest mean score of *(M=4.93, SD=0.26)* and was remarked as Strongly Agree. This is followed by "I followed instructions accurately" and "I fully understand the concepts taught" with a mean score of *(M=4.80, SD=0.41)* and were also remarked as Strongly Agree. On the other hand, the statement "I start and finish my work on time" received the lowest mean score of *(M=4.60, SD=0.51)* yet was also remarked Strongly Agree.

Overall, the level of validity of learning activity sheets in learning activity sheets in Araling Panlipunan in terms of Characteristics as to Comprehensiveness attained a mean score of 4.77 and a standard deviation of 0.42, and was Very High among the respondents. This means that Learning Activity Sheets are easily catch up by the mind of the learners. It suits the learners' capability in comprehension because this activity sheets are readable, explainable and understable.

As stated by Sayekti (2021), the content of Learning Activity Sheets comprises the principles of Effectiveness, appropriateness, character education, relevance and the principle of benefit. All in all, it has the same content as the Araling Panlipunan instructors' Learning Activity Sheets.

Mean Performance of the Learners

The performance of the learner was measured in terms of pre-test and posttest. It was determined by the frequency percentage, mean and standard deviation.

Table 9 illustrates learners' performance in the primary data obtained in the study. It shows the frequency and percentage of test scores. It was also labeled with the complimentary remarks associated with the range of test scores. Therefore, it is possible to observe that data from continuous numerical variables may be presented in tables.

Table 9 illustrates the mean performance of Grade 8 Learners based on their pre-test and post-test results.

Per the pre-test, out of seventy (70) students, thirty-four (34) or 48.57% of the total population gained scores of 13 to 18, which was satisfactory. This was followed in frequency by those who had scored 19 to 24 points which sixteen (16) students or 22.86% of the population were identified to perform very satisfactorily.

Table 9. Mean Performance of Grade 8 Learners Based on Results of their Pre-test and Post-test

RANGE	PRE-TEST		POSTTEST		REMARKS
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE	
25 to 30	9	12.86	37	52.86	Outstanding
19 to 24	16	22.86	28	40.00	Very Satisfactory
13 to 18	34	48.57	4	5.71	Satisfactory
7 to 12	11	15.71	0	0.00	Fairly Satisfactory
0 to 6	0	0.00	1	1.43	Did Not Meet Expectations
Total	70	100.00	70	100.00	
Overall Mean	17.29		24.31		
Standard Deviation	4.79		4.66		
Verbal Interpretation	Satisfactory		Very Satisfactory		

On the other hand, only nine (9) respondents gained 25 to 30 outstanding points.

Overall, the mean performance of the grade 8 learners based on the results of their pre-test and post-test as per the pre-test was satisfactory, with a mean score of 17.29 and a standard deviation of 4.79. The post-test results were *Very Satisfactory*,

with a mean score of 24.31 and a standard deviation of 4.66. The activity sheets developed are designed to contain the components: (a) the necessary tools, (b) the objectives, (c) the tasks, and (d) the steps of the activity.

Majority of the test scores increased in the post test however there were few that were unable to pass the post test. And this was only an isolated case during the conduct of the pre-test and post-test. This implies that the result of the post test scores revealed that most of the respondents belong to approaching proficiency level in terms of frequency and percentage of scores where in it achieved a very satisfactory level which indicates the effect of the validated learning activity sheets engages student to concise and appropriate activities.

Table 10. Significant Difference in the Performance of Grade 8 Learners Based on Results of their Pre-Test and Posttest

Performance	t value	p-value	Analysis
Pre-test Post-test	3.608	0.028	Significant

Table 10 presents the significant Difference in the Performance of Grade 8 Learners Based on Results of their Pre-Test and Posttest.

Pre-test was observed to have significant difference in the Performance of Grade 8 Learners Post-test.

Thus, from the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "There is no significant difference in the Performance of Grade 8 Learners Based on Results of their Pre-Test and Posttest" is rejected. This means that Pre-test was observed to have significant difference in the Performance of Grade 8 Learners Post-test. This is attributed to the computed t value of 3.608 which was greater than the critical t value. The attained p-value 0.028 was less than the significance alpha 0.05, hence there is a significance for the tests. A significant difference between two groups or two periods in time indicates that there is a detectable difference between the groups and that the statistical probability of generating such difference by chance is extremely low (usually less than 5 percent).

This means that the learning activity sheets helped the learner to improve the performance in the posttest and developed high level thinking skills.

Lacsa (2022) revealed that the results of the pretest and posttest of the experimental group using LAS found to have significant difference. This suggests that the use of LAS in the modular distance learning has made the students acquire evident learning that results to a higher level of proficiency in their English achievement in terms of fact and opinion, vocabulary, and data interpretation.

Summary of Findings

Based on the analysis of the corpus, the following findings were derived:

In terms of content, the level of validity on the components of learning activity sheets in Araling Panlipunan in terms of content, Organization and Language, Illustrations/Image, and Design and Layout all attained a Very High interpretation among the respondents. Content got a standard deviation of 0.42 and was interpreted as Very High, Organization/Presentation and Language got a standard deviation of 0.42 and was interpreted as Very High, Illustrations/Frame got a standard deviation of 0.31 and was Very High and Design and Layout a standard deviation of 0.41 and was Very High.

In terms of characteristics, Utilization, Runtime, Appeal and Comprehensiveness all got a very high. Utilization got a standard deviation of 0.57 and was interpreted as Very High among the respondents. Runtime got a standard deviation of 0.92 and was interpreted as Very High. Appeal got a standard deviation of 0.62 and was Very High and Comprehensiveness got a standard deviation of 0.42 and was Very High.

The performance of the grade 8 learners based on the results of their pre-test and post-test as per the pre-test was satisfactory with a standard deviation of 4.79. The post-test results were very satisfactory, with a mean score of 24.31 and a standard deviation of 4.66. Test results increase due to the positive values incurred. Results show a positive implication.

Validated Learning Activity Sheets were developed based on the findings of the study. The researcher used the content analysis to analyze Learning Activity Sheets in the learner's material and consider the findings, related literature, and related studies.

The Learning Activity Sheets are an advantage for the teachers who can't decide on activities most suitable for learners. The activity sheets can be created and stored on a computer and are easy to edit and print. This contradicts the hypothesis "There is no significant difference between the components of the Learning Activity Sheets and Performance Task." Double negative results in a positive implication.

The statistical treatment of the gathered data revealed the following findings:

1. **Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Components**

In terms of content, the level of validity on the components of learning activity sheets in Araling Panlipunan in terms of content, Organization and Language, Illustrations/Image, and Design and Layout all attained a Very High interpretation among the respondents. Content got a standard deviation of 0.42 and was interpreted as Very High, Organization/Presentation and Language got a standard deviation of 0.42 and was interpreted as Very High, Illustrations/Frame got a standard deviation of 0.31 and was Very High and Design and Layout a standard deviation of 0.41 and was Very High.

2. **Level of Validity of Learning Activity Sheets in Araling Panlipunan in terms of Characteristics**

In terms of characteristics, Utilization, Runtime, Appeal and Comprehensiveness all got a very high. Utilization got a standard deviation of 0.57 and was interpreted as Very High among the respondents. Runtime got a standard deviation of 0.92 and was interpreted as Very High. Appeal got a standard deviation of 0.62 and was Very High and Comprehensiveness got a standard deviation of 0.42 and was Very High.

3. **Mean Performance of Grade 8 Learners Based on Results of their Pre-test and Post-test**

The performance of the grade 8 learners based on the results of their pre-test and post-test as per the pre-test was satisfactory with a standard deviation of 4.79. The post-test results were very satisfactory, with a mean score of 24.31 and a standard deviation of 4.66. Test results increase due to the positive values incurred. Results show a positive implication.

4. **Significant Difference in the Performance of Grade 8 Learners Based on Results of their Pre-Test and Posttest**

The Learning Activity Sheets are an advantage for the teachers who can't decide on activities most suitable for learners. The activity sheets can be created and stored on a computer and are easy to edit and print. This contradicts the hypothesis "There is no significant difference between the components of the Learning Activity Sheets and Performance Task." Double negative results in a positive implication.

Conclusion

From the data gathered and discussed, the following conclusions were derived:

The level of validity of learning activity sheets in Araling Panlipunan in terms of components and characteristics is significant to the learners' learning.Thus, there is a significant difference in the mean of grade 8 learners based on their pre-test and post-test results. Null hypothesis stated that there is no significant difference between the Learning Activity Sheets and Performance Task in Araling Panlipunan.The null hypothesis was accepted.

Recommendations

Based on the findings and analysis of the study, the following are recommended:

1. This study can be an input to the Basic Education-Learning Continuity Plan (BE-LCP) and Learning Resources Management and Development System (LRMDS), which is designed to support increased distribution and access to learning, teaching, and professional development resources in the Region, Division and School/Cluster levels of DepED. It can contribute to the Monitoring and Evaluation (M&E) of DepEd and can contribute to the Teaching and Development (T&D).

2. Teachers may be aware of the appeal of learning activity sheets in delivering the lessons and activities to the learner's comprehension. It is relevant that teachers clarify misconceptions and reiterate feedback.

3. The Curriculum Developers and Writers may examine every aspect of the learning material to ensure the correctness and accurate information for students to establish prior knowledge of the lesson.

4. Illustrators may encourage a fair representation of characters in images or illustrations and avoid distracting images. They may portray appropriateness in lessons or activities.

5. Future researchers can expand the scope of the study. They can analyze the Learner's Material in other aspects such as character attributes, interests, lifestyles, and women and men in domestic roles.

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