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Project VACCinE: Virtual Activities for Contents and Competencies in Evaluating the Grade 10 Students' Performance in MAPEH DOROTHY N. DEL ROSARIO

ABSTRACT

Virtual instruction allows the teacher to deliver content without being present in a classroom with the students. Hence, the teacher becomes the master of visual stimulation, and the master of show direction, and the master of focusing your learners' attention at the right time nowadays. Moreover, with the advent of computer technologies, virtual learning environments have emerged to supporting teaching and learning activities across the internet. Thus, this research aimed to determine the effectiveness of Project VACCinE in the mastery and competence of Grade 10 students in MAPEH.

The study employed descriptive quantitative research design. The sample participant of the study was a section from grade ten level composed of forty (40) students selected through purposive sampling technique. The researcher used the available data for the first quarter, used the scores in the 30-point pretest and posttest, then analyzed their significant improvement using a right-tailed t-test of the scores in the 30-point pretest and posttest. Their significant improvement was also verified by the scores in the first quarter and weekly assessment of the use of Project VACCinE were gathered as data for analysis and verification. Interview was also done to verify students' perception on the implementation of the said project.

Project VACCinE causes an improvement over students' performance on the test; however, it is very minimal and not significant. There may be other factors that affect the performance of students in MAPEH. It is recommended to have an organized and systematic implementation of Project VACCinE to see significant and stable result. The use of technology in teaching and learning really helps the teacher as well as the students cover and learn the Most Essential Learning Competencies.

Key Concepts: competencies, contents, mastery level, MAPEH, virtual activities, students' performance

INTRODUCTION

COVID19-19 pandemic has paved to many changes in all forms of life including the way of teaching and learning. Nowadays, you can learn virtually. Learning is everywhere and online instructional tools are readily available. Since the pandemic, virtual practices become important. Technology has become very useful in continuing education.

Music Arts PE (physical education) and Health. A compilation of combined subjects taught in schools all over the Philippines previously known to be of separate entities when I was in high school. MAPEH, which stands for music, arts, physical education, and health, has great importance in everyday life. At the very least, music and arts provide an outlet for relaxation. Physical education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should and should not do to their bodies.

Virtual instruction allows the teacher to deliver content without being present in a classroom with the students. Hence, the teacher becomes the master of visual stimulation, and the master of show direction, and the master of focusing your learners' attention at the right time nowadays. Moreover, with the advent of computer technologies, virtual learning environments have emerged to supporting teaching and learning activities across the internet.

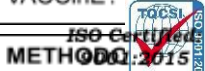
In view of these ideas, the teacher-researcher proposed Project VACCinE to evaluate the performance of Grade 10 students in MAPEH.

STATEMENT OF THE PROBLEM

This research aimed to determine the effectiveness of Project VACCinE in the mastery and competence of Grade 10 students in MAPEH.

Specifically, this study sought to answer the following:

1. What is the mean performance of the students in MAPEH before and after Project VACCinE strategy?
2. What is the mastery level of the students in MAPEH before and after using Project VACCinE strategy?
3. Is there a significant improvement in the pupil-respondents' performance before and after the implementation of Project VACCinE?



The researcher employed descriptive quantitative research design. The sample participant of the study was a section from grade ten level composed of forty (40) students selected through purposive sampling technique. Grade 10 level was purposively selected because they were handled by one of the teacher-researchers.

The researcher used the available data for the first quarter, used the scores in the 30-point pretest and posttest, then analyzed their significant improvement using a right-tailed t-test of

RESULTS AND DISCUSSIONS

Pre-test		Post-test	
Mean	10.23	Mean	21.30
Standard Error	0.52	Standard Error	0.64
Median	9.50	Median	21.00
Mode	8.00	Mode	18.00
Standard Deviation	2.86	Standard Deviation	3.51
Sample Variance	8.19	Sample Variance	12.29
Kurtosis	-0.25	Kurtosis	-0.95
Skewness	0.56	Skewness	0.48
Range	11	Range	12
Minimum	6	Minimum	16
Maximum	17	Maximum	28
Sum	307	Sum	639
Count	30	Count	30

Question 1: What is the mean performance of the students in MAPEH before and after Project VACCinE strategy?

Based on the result, the mean pretest performance of the students was 10.23 while the post-test mean performance was 21.30. This shows that the students mean score doubled. This means that there was a little improvement on their mean performance of the tests.

Question 2: What is the mastery level of the students in MAPEH before and after using Project VACCinE strategy?

The mastery level of the students before and after the implementation of Project VACCinE was 34.11 and 71.00 respectively. This implies no mastery to nearing mastery of the learning competencies in Grade 10 first quarter MAPEH lessons. This means that students may have acquired some learning over the contents after the researcher has implemented the treatment. However, the students still did not achieve the target mastery level of at least 75%.

Question 3: Is there a significant improvement in the pupil-respondents' performance before and after the implementation of Project VACCinE?

Although there was a little improvement on students' performance through the use of Project VACCinE, yet this improvement found to be not significant.

CONCLUSION

Project VACCinE causes an improvement over students' performance on the test; however, it is very minimal and not significant. There may be other factors that affect the performance of students in MAPEH.

RECOMMENDATION

It is recommended to have an organized and systematic implementation of Project VACCinE to see significant and stable result. The use of technology in teaching and learning really helps the teacher as well as the students cover and learn the Most Essential Learning Competencies. However, proper implementation should be done in order to maximize the use of Project VACCinE.

REFLECTION

The use of technology in teaching and learning really helps the teacher as well as the students cover and learn the Most Essential Learning Competencies. However, proper implementation should be done in order to maximize the use of Project VACCinE.