

UTILIZATION OF LOCALIZED VIDEO LESSONS AND NUMERACY PERFORMANCE OF KINDERGARTEN LEARNERS

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ABSTRACT

The study describes the utilization of localized video lessons and numeracy performance of kindergarten learners as perceived by 128 learning facilitators in San Marcelino District, Schools Division of Zambales for School Year 2021-2022 geared towards the proposed action plan to sustain the utilization of localized video lessons and numeracy performance of kindergarten learners. The researcher utilized the quantitative descriptive research method. Findings revealed that most of the learning facilitators belonged to the age bracket of 30-39 years old, a majority were females, most of them had two (2) children, belonged to families with P19,999 and below monthly income, and high school graduates. The learning facilitators perceived very helpful on the utilization of localized video lessons in terms of accessibility, availability, contents, and activities. The kindergarten learners were numerates in terms of recognition of numbers and addition of numbers. There was no significant difference between the utilization of localized video lessons of the learning facilitators in terms of accessibility, availability, contents, and activities when grouped according to their profile in terms of age, sex, number of children, and monthly family income. The computed asymptotic significant values were greater than 0.05 level of significance; thus, the null hypothesis was accepted. There was a positively very low non-significant correlation between the utilization of localized video lessons of the learning facilitators in terms of accessibility, availability, contents, and activities with the numeracy performance of kindergarten learners in terms of recognition of numbers and addition of numbers. The computed α values were greater than 0.05 level of significance, not significant; thus, the null hypothesis was accepted. Hence, there is a need to implement the proposed action plan to sustain the utilization of localized video lessons and numeracy performance of kindergarten learners.

Key Words: Localized Video Lessons, Numeracy Performance, Kindergarten Learners, Learning Facilitators, Numeracy Test

INTRODUCTION

Teachers devise learning materials that are helpful in the studies of their learners. Through the aid of technologies, they come up with their video lessons. These video lessons are localized to ensure that these are fit to the situations and conditions of the learners while they are staying at home to study. Their parents and learning facilitators help the learners in the utilization of these localized video lessons to enhance their knowledge, skills, and performance.

The advent of modernization directs the teachers to patronize the use of technologies in producing quality learning materials such as video lessons. Videos increase learners' engagement which in turn helps boost achievement. If the learners are interested in the material, they can process and remember it better (Bevan, 2020). Likewise, there is nothing quite like a video to grab a learner's attention in the classroom. Well-chosen videos can be fun, motivating, and educational – and are often a welcome break from more traditional classroom activities (Roslaniec, 2018). Using video in the classroom is one of the best ways to provide a personalized learning experience. Personalized learning is becoming an increasing demand and refers to any efforts made to tailor education to meet learners' different needs. This type of learning can be used for learners at all ages, from elementary school through college (Hanzic, 2019). The researcher (Lorbis, 2019) further recommended the development of authentic, contextualized, and localized instructional materials to improve the performance of the learners. When created well, video lessons can be a highly effective medium for supporting instruction in remote, hybrid, and flipped or blended learning environments (Gieras, 2020). In the utilization of localized video lessons, it is important to consider its accessibility, availability, contents, and activities to ensure that the learners are benefited from the learning materials (Laylo, 2021).

Video lessons accessibility ensures that all viewers can equally and enjoyably access online video. It is about giving the learners different viewing options to keep them engaged (Lewis, 2021). Making video lessons accessible usually means adding some sort of text equivalent of spoken words through captions, transcripts, or description of the audio. For education purposes, if a lecture is recorded and out on the web, having captions or transcripts allows everyone to read what is being said or discussed in class (Connor, 2020). Teachers usually ensure the accessibility of their localized video lessons to their learners. This is usually done by distributing the copies of the localized video lessons to them in a universal serial bus – on the go (USB-OTG). This is given during the scheduled distribution of learning modules to the parents (Farah & Barnett, 2019). There are also instances where the video lessons are uploaded on the web through the YouTube channel of the teachers. The teachers just send the link in the group chats

of the parents to ensure that they can easily access their localized video lessons (Walters, 2020). Teachers need to communicate to the parents of their learners to check whether they already accessed the video lessons given to them. This is the best way to track and monitor whether the parents are using the video lessons in helping their children to learn the concepts of the lessons (Federico, et. al., 2020).

It was now in this premise that a study on the utilization of localized video lessons and numeracy performance of kindergarten learners in San Marcelino District, Schools Division of Zambales for School Year 2021-2022 was conducted for the purpose of helping the kindergarten learners to improve their numeracy performance amidst the implementation of distance learning. It was of a great advantage if they acquired these skills at their early grades for their growth and development.

This study was conducted in San Marcelino District, Schools Division of Zambales. The district is under the management of a coordinating principal.

The two schools namely Linasin Elementary School and San Guillermo Elementary School are managed by school heads with School Principal III position.

The schools have a sufficient academic building, wash area, school canteen, and school stage. each school has a School Maintenance and Other Operating Expenses (MOOE) budget for the annual expenses of the school. These schools have at least 15 teachers with different teaching positions. These cater to the learners within San Marcelino, Zambales. Likewise, these schools have internet connections, functional computer rooms, vegetable gardens, and functional reading corners.

Significance of the Study

A study on the utilization of localized video lessons and numeracy performance of kindergarten learners in San Marcelino District, Schools Division of Zambales for School Year 2021-2022 was valuable and beneficial to education planners, school administrators, teachers, parents, learning facilitators, learners, and future researchers.

Educational Planners. Findings on this study can provide the educational planners with the baseline data needed for better planning and decision making in the utilization of localized video lessons in teaching the kindergarten learners. By using the data generated in this study, they can come up with appropriate actions to institutionalize the utilization of the localized video lessons as learning modes of the learners which can contribute towards the improvement of their

numeracy performance.

School Administrators. Through these data gathered, they can have a better view and understanding of the importance of the utilization of localized video lessons in teaching the kindergarten learners. Likewise, it can hopefully give insights to the school administrators to see the significance of utilizing localized video lessons that can affect the numeracy performance of kindergarten learners.

Teachers. The result of this study can help teachers to improve the preparation and utilization of their localized video lessons. They can determine their shortcomings in the preparation and utilization of localized video lessons for them to make the necessary adjustments to address the learning needs of the learners.

Parents. The parents can benefit from the results of this study. They can be guided on how to help their children in their studies. By presenting the localized video lessons to their children, they can understand the ways of the teachers in the transmission of knowledge to their children. They can imitate the ways of the teachers in teaching the lessons, and they can easily provide proper guidance and assistance to the studies of their children.

Learning Facilitators. The learning facilitators can benefit from the results of this study. They can become aware of the processes and procedures in the delivery of the contents of the lessons. They can immediately address the learning needs of the kindergarten learners while they are learning their lessons at home. Likewise, they were guided on how to keep the learners engrossed with their lessons and their required activities.

Learners. The learners can benefit from the study. They can be given more exciting and enjoyable learning opportunities that are beneficial in improving their numeracy performance. Their interests in learning their lessons became one of the considerations of their teachers in preparing the contents of their localized video lessons. Moreover, they can actively engage in learning their lessons, and they were expected to carry out the required learning outputs for the week.

Future Researchers. The future researchers can benefit from the study. It can help them to realize the importance of the utilization of localized video lessons in improving the numeracy performance of kindergarten learners. They can identify other variables that were contributory in the utilization of the localized video lessons and how these learning materials contributed to the improvement of the numeracy performance of kindergarten learners.

Definition of Terms

To give a clear understanding on the concept of this study, the following terms were lexically defined:

Kindergarten Learners. This refers to the school-age learners who start to attend their elementary schooling. They are given lessons on basic knowledge and skills that prepare them to become first graders (Raymond, 2019). To this study, this refers to the kindergarten learners of Linasin Elementary School and San Guillermo Elementary School for School Year 2021-2022.

Localized Video Lessons. This refers to the learning materials being prepared by the teachers using multimedia that incorporate a local culture's norms and expectations. It presents how the teachers deliver the lessons to their learners (Tran, 2019).

Numeracy Performance. This refers to the knowledge, skills, behaviors, and disposition that learners need to use mathematics in a wide range of situations (Peteros, et. al., 2020). To this study, this refers to the recognition of numbers and addition of numbers.

Utilization of Localized Video Lessons. This refers to the use of the video lessons prepared by the teachers for their learners as a support to their studies while they are at-home (Alber, 2019). To this study, this refers to the accessibility, availability, contents, and activities in the localized video lessons.

METHODOLOGY

This portion presents the research design, sampling design, respondents, data gathering instrument, data gathering procedure, and statistical treatment of data utilized in this study.

Research Design

This study utilized the quantitative descriptive method of research. It was quantitative descriptive because it described the profile of the learning facilitators, their utilization of localized video lessons, and the numeracy performance of kindergarten learners.

Quantitative research is referred to as the process of collecting as well as analyzing numerical data. It is generally used to find patterns, averages, predictions, as well as cause-effect relationships between the variables being studied. It is also used to generalize the results of study to the population in consideration (Jansen & Warren, 2020). The purpose of quantitative research is to improve and apply numerical principles, methods, and theories about happenings.

It is to create awareness and generate knowledge regarding civil society. It is a method to determine an appropriate organization of individuals, perceived as a unified community (Aggarwal, 2021). Quantitative research involves significant issues where a study seeks to create an understanding of the various assumptions that have been developed in each study. Thus, it involves a cycle of successive phases of hypothesis formulation and design stages. It requires a measurable data collection, analysis, and interpretation to prove the assumption that has been developed in each study (Streefkerk, 2022).

Descriptive research seeks to describe the characteristics or behavior of an audience. Its purpose is to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people (Wengel, 2020). Descriptive research describes a phenomenon or a subject. Eventually, one can gather data to study a target audience or a particular subject. It answers the question - what are the characteristics of the phenomenon or the subject (Bora & Harshini, 2018). Descriptive analysis characterizes the world or a phenomenon – answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe sample in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research (Rawat, 2021).

Since this study described the utilization of localized video lessons and numeracy performance of kindergarten learners in San Marcelino District, Schools Division of Zambales for School Year 2021-2022 wherein data were collected, classified, summarized, presented in percentages, and means, and with the entire population as the total number of respondents, the quantitative descriptive method of research was the most appropriate method used.

Respondents and Location

The respondents of the study were the 128 learning facilitators in San Marcelino District, Schools Division of Zambales for School Year 2021-2022. Table 1 presents the distribution of respondents by school. As can be seen from the table, there were 128 learning facilitators representing 100% of the learning facilitators who served as the teachers of kindergarten learners who came from two (2) public elementary schools in San Marcelino District, Schools Division of Zambales for School Year 2021-2022. These schools were Linasin Elementary School and San Guillermo Elementary School. These learning facilitators and kindergarten learners were involved in this study as respondents.

Table 1

Distribution of Respondents by School

School	Frequency	Percentage
Linasin ES	67	52.34
San Guillermo ES	61	47.66
Total	128	100.00

Instruments

This study utilized a researcher-made questionnaire in gathering the needed data.

A questionnaire is more of science than art therefore is a set of questions with a space for answers used in assembling information from respondent. It helps the researcher in getting quick or easy, cheap, and efficient means of acquiring large amounts of information from a greater sample of people (Birkett, 2021). Questionnaire is used to get required information from the sample population being chosen for the analysis purposes. The success of the questionnaire method largely depends on the way of drafting the subject techniques. This method is used in conducting surveys, experiments, and other modes of observations primarily by the researchers and other interested persons (McCombes, 2022). Questionnaire is designed to collect and record information from many people, groups, or organizations in a consistent way. It is a form containing questions that may be a printed form or one designed to be filled in online (Chipeta, 2020).

Since the researcher of this study described the utilization of localized video lessons and numeracy performance of kindergarten learners in San Marcelino District, Schools Division of Zambales for School Year 2021-2022, questionnaire was the most appropriate research instrument used in gathering the needed data of this study.

The questionnaire was prepared using Google forms. Google forms has come a long way over the last few years. First, it received a major face lift from old forms to new forms, and then it got the quiz feature to auto-grade online assessments, and now Google continues to add new options and features each month (Delfino, 2021). Google forms is an easy and efficient way for researchers to create forms or surveys for data collection. It integrates with Google sheets or spreadsheets for data organization and analysis. It all works seamlessly together to make this type of collection and analysis easy to do (Wolber, 2018). Google form is used in a survey

method to collect primary data for a few hundreds of samples without any problem. The data will be kept as a spreadsheet that can be imported into the statistical tools for data analyses. The respondents are involved in education that makes sense to use online surveys like Google forms (Howard, 2018).

The questionnaire was composed of three (3) parts. Part I was confined with the profile of the learning facilitators in terms of age, sex, number of children, monthly family income, and highest educational attainment. Part II contained the utilization of localized video lessons in terms of accessibility, availability, contents, and activities. Part III elicited the numeracy performance of kindergarten learners in terms of recognition of numbers and addition of numbers.

Data Gathering Procedure

The researcher sought permission from Romeo M. Alip, PhD, CESO V, Schools Division Superintendent of DepEd-Zambales, Tristan Jay V. Fulgueras, Coordinating Principal of San Marcelino District, and school heads of public elementary schools in San Marcelino District, Schools Division of Zambales. After permissions were granted, the researcher sought the help and assistance of the school ICT coordinators in sending the link of the questionnaire. Prior to the sending of the link of the questionnaire, informed consent was provided to the respondents. This was given by the researcher to the respondents in their respective schools. When the target respondents affixed their signatures and grant permissions to their children, this served as the signal to the researcher to send the link of the questionnaire.

In sending the link of the questionnaire, the researcher coordinated with the school heads and school ICT coordinators. The link to the questionnaire was sent to them. They passed the link of the questionnaire to their respective group chats requesting them to accomplish such. This was done to ensure the health and safety of everyone amidst COVID-19 pandemic. Likewise, this was the easiest way to gather the responses of the respondents wherever they were.

The kindergarten teachers were tasked to conduct the numeracy test through limited face-to-face modality. The teachers served as the facilitators who gave the instructions to the kindergarten learners. Then, they let them answer the numeracy test on their own. They were given instruction to submit their test papers when they were done. The checking of the answers of kindergarten learners was carried out by their kindergarten learners. The results were submitted to the researcher.

After all target respondents submitted their responses, the researcher generated the excel format

of their responses and sent the file to Jonjon M. Rayala, resident statistician who processed the data. The interpretations of results were done thereafter with the guidance and assistance of her thesis adviser and the resident statistician.

Statistical Tools

The statistical tools were utilized in the interpretations of the data and testing of the hypotheses. These included Frequency Count and Percentage Distribution, Mean, Kolmogorov-Smirnov and Shapiro-Wilk Test, Analysis of Variance (ANOVA) or Kruskal-Wallis, and Pearson's Product Moment Correlation Coefficient or Spearman's Rho.

1. Frequency Count and Percentage Distribution was used to categorize the learning facilitators' responses according to their profile and the utilization of localized video lessons. The numeracy performance of kindergarten learners was also categorized. The frequency showed the actual responses of the respondents to the items in the questionnaire.
2. Mean was used to present the responses of the respondents on the different statements stipulated in the questionnaire like their utilization of localized video lessons and numeracy performance.
3. Kolmogorov-Smirnov Test and Shapiro-Wilk Test, tests of normality were utilized in determining whether parametric or non-parametric test was utilized in this study.
4. Analysis of Variance (ANOVA) or Kruskal-Wallis Test was used to determine the significant difference between the profile of the learning facilitators and the utilization of localized video lessons.
5. Pearson Product Moment Correlation Coefficient or Spearman's Rho was used to determine if there was significant correlation between the utilization of localized video lessons and numeracy performance of kindergarten learners.

FINDINGS AND DISCUSSION

This part of the research presents discussions on the findings and the summary of the findings based on the gathered data relative to the problem stated. The conclusions made and the recommendations based on the conclusions drawn are also included for the usefulness of this study to its readers, benefactors, and other researchers.

1. Frequency Count and Percentage Distribution was used to categorize the

learning facilitators' responses according to their profile and the utilization of localized video lessons. The numeracy performance of kindergarten learners was also categorized. The frequency showed the actual responses of the respondents to the items in the questionnaire.

2. Mean was used to present the responses of the respondents on the different statements stipulated in the questionnaire like their utilization of localized video lessons and numeracy performance.

3. Kolmogorov-Smirnov Test and Shapiro-Wilk Test, tests of normality were utilized in determining whether parametric or non-parametric test was utilized in this study.

4. Analysis of Variance (ANOVA) or Kruskal-Wallis Test was used to determine the significant difference between the profile of the learning facilitators and the utilization of localized video lessons.

5. Pearson Product Moment Correlation Coefficient or Spearman's Rho was used to determine if there was significant correlation between the utilization of localized video lessons and numeracy performance of kindergarten learners.

Profile of the Learning Facilitators

Table 2 presents the frequency and percentage distribution of the profile of the learning facilitators in terms of age. The table shows that of the observed number of learning facilitators, 59 or 46.09% belonged to age bracket of 30-39 years old, 53 or 41.41% belonged to age bracket of 20-29 years old, 13 or 10.16% belonged to age bracket of 40-49 years old, and three (3) or 2.34% belonged to age bracket of 19 years old and below.

Table 2

Frequency and Percentage Distribution of the Profile of the Learning Facilitators in terms of Age

Age	Frequency	Percentage
40-49 years old	13	10.16
30-39 years old	59	46.09
20-29 years old	53	41.41
19 years old and below	3	2.34
Total	128	100.0

Table 3 presents the frequency and percentage distribution of the profile of the learning facilitators in terms of sex. The table shows that of the observed number of learning facilitators, a majority or 65.62% were females and 44 or 34.38% were males.

Table 3

Frequency and Percentage Distribution of the Profile of the Learning Facilitator in terms of Sex

Sex	Frequency	Percentage
Male	44	34.38
Female	84	65.62
Total	128	100.00

Table 4 presents the frequency and percentage distribution of the profile of the learning facilitators in terms of number of children. The table shows that of the observed number of learning facilitators, 55 or 42.97% had two (2) children, 31 or 24.22% had one (1) child, 26 or 20.31% had three (3) children, 13 or 10.16% had four (4) children, two (2) or 1.56% had no child, and one (1) or 0.78% had five (5) children.

Table 4

Frequency and Percentage Distribution of the Profile of the Learning Facilitators in terms of Number of Children

Sex	Frequency	Percentage
5 children	1	.78
4 children	13	10.16
3 children	26	20.31
2 children	55	42.97
1 child	31	24.22
No child	2	1.56
Total	128	100.00

Table 5 presents the frequency and percentage distribution of the profile of the learning facilitators in terms of monthly family income. The table shows that of the observed number of learning facilitators, 56 or 43.75% belonged to families with P19,999 and below monthly

income, 51 or 39.84% belonged to families with P20,000 to P39,999 monthly income, 17 or 13.28% belonged to families with P40,000 to P59,999 monthly income, three (3) or 2.34% belonged to families with P100,000 and above monthly income, and one (1) or 0.78% belonged to a family with P60,000 to P79,999 monthly income.

Table 5

Frequency and Percentage Distribution of the Profile of the Learning Facilitators in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P100,000 and above	3	2.34
P60,000 to P79,999	1	0.78
P40,000 to P59,999	17	13.28
P20,000 to P39,999	51	39.84
P19,999 and below	56	43.75
Total	128	100.00

Table 6 presents the frequency and percentage distribution of the profile of the learning facilitators in terms of highest educational attainment. The table shows that of the observed number of respondents, 63 or 49.22% were high school graduates, 57 or 44.53% were college graduates, four (4) or 3.13% were elementary graduates, three (3) were Master of Arts graduates, and one (1) or 0.78 was elementary undergraduate.

Table 6

Frequency and Percentage Distribution of the Profile of the Learning Facilitators in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
MA Graduate	3	2.34
College Graduate	57	44.53
High School Graduate	63	49.22
Elementary Graduate	4	3.13
Elementary Undergraduate	1	.78
Total	128	100.00

Utilization of Localized Video Lessons of the Learning Facilitators

Table 7 presents the mean rating and interpretations of the utilization of localized video lessons of learning facilitators in terms of accessibility. As can be seen from the table, the learning facilitators perceived very helpful on the utilization of localized video lessons when they had access of the video lessons ($\mu = 3.75$), had copies of the video lessons ($\mu = 3.65$), had links of the video lessons ($\mu = 3.62$), accessed the links of the video lessons ($\mu = 3.63$), directed others to have access of the video lessons ($\mu = 3.55$), followed the YouTube channel of the video lessons ($\mu = 3.68$), updated on the schedule of posting of video lessons ($\mu = 3.73$), informed on the posting of video lessons ($\mu = 3.67$), shared the video lessons to others ($\mu = 3.62$), and watched the video lessons ($\mu = 3.70$). In terms of accessibility, the general mean rating of the utilization of localized video lessons of learning facilitators was 3.66, and it was interpreted as very helpful.

Table 7

Mean Rating and Interpretations of the Utilization of Localized Video Lessons of Learning Facilitators in terms of Accessibility

Item	Descriptor	Mean	Rating Interpretation
1	I have access to video lessons.	3.75	Very Helpful
2	I have copies of the video lessons.	3.65	Very Helpful
3	I have links to the video lessons.	3.62	Very Helpful
4	I can access the links of the video lessons.	3.63	Very Helpful
5	I can direct others to have access to the video lessons.	3.55	Very Helpful
6	I follow the YouTube channel of the video lessons.	3.68	Very Helpful
7	I am updated on the schedule of posting of video lessons.	3.73	Very Helpful
8	I am informed of the posting of video lessons.	3.67	Very Helpful
9	I can share the video lessons to others.	3.62	Very Helpful
10	I can watch the video lessons.	3.70	Very Helpful
	General Mean Rating	3.66	Very Helpful

Table 8 presents the mean rating and interpretations of the utilization of localized video lessons of learning facilitators in terms of contents. As can be seen from the table, the learning facilitators perceived very helpful on the utilization of localized video lessons when the contents of the video lessons were appropriate to the levels of their children ($\mu = 3.80$), age appropriate ($\mu = 3.74$), interesting ($\mu = 3.77$), had clear audio ($\mu = 3.73$), easy to understand ($\mu = 3.75$), easy to follow ($\mu = 3.74$), sequential ($\mu = 3.76$), realistic ($\mu = 3.71$), had different levels of difficulties ($\mu = 3.80$), and had moral lessons ($\mu = 3.71$). In terms of contents, the general mean rating of the utilization of localized video lessons of learning facilitators was 3.75, and it was interpreted as very helpful.

Table 8

Mean Rating and Interpretations of the Utilization of Localized Video Lessons of Learning Facilitators in terms of Contents

Item	Descriptor	Mean	Rating Interpretation
1	I The contents of the video lessons are appropriate to the level of my child.	3.80	Very Helpful
2	The contents of the video lessons are age appropriate.	3.74	Very Helpful
3	The contents of the video lessons are interesting.	3.77	Very Helpful
4	I The contents of the video lessons have clear audio.	3.73	Very Helpful
5	The contents of the video lessons are easy to understand.	3.75	Very Helpful
6	The contents of the video lessons are easy to follow.	3.74	Very Helpful
7	The contents of the video lessons are sequential.	3.76	Very Helpful
8	The contents of the video lessons are realistic.	3.71	Very Helpful
9	The contents of the video lessons have different levels of difficulties.	3.80	Very Helpful

10	The contents of the video lessons have moral lessons.	3.71	Very Helpful
	General Mean Rating	3.75	Very Helpful

Table 9 presents the mean rating and interpretations of the utilization of localized video lessons of learning facilitators in terms of activities. As can be seen from the table, the learning facilitators perceived very helpful on the utilization of localized video lessons when the activities in the video lessons were clearly stated ($\mu = 3.77$), within the levels of their children ($\mu = 3.69$), easy to remember ($\mu = 3.66$), interesting ($\mu = 3.68$), engaging ($\mu = 3.66$), enjoyable ($\mu = 3.69$), exciting ($\mu = 3.71$), surprising ($\mu = 3.68$), easy to accomplish ($\mu = 3.68$), and had different levels of difficulties ($\mu = 3.61$). In terms of activities, the general mean rating of the utilization of localized video lessons of learning facilitators was 3.68, and it was interpreted as very helpful.

Table 9

Mean Rating and Interpretations of the Utilization of Localized Video Lessons of Learning Facilitators in terms of Activities

Item	Descriptor	Mean	Rating Interpretation
1	The activities in the video lessons are clearly stated.	3.77	Very Helpful
2	The activities in the video lessons are within the level of my child.	3.69	Very Helpful
3	The activities in the video lessons are easy to remember.	3.66	Very Helpful
4	The activities in the video lessons are interesting.	3.68	Very Helpful
5	The activities in the video lessons are engaging.	3.66	Very Helpful
6	The activities in the video lessons are Enjoyable.	3.69	Very Helpful
7	The activities in the video lessons are exciting.	3.71	Very Helpful

8	The activities in the video lessons are surprising.	3.68	Very Helpful
9	The activities in the video lessons are easy to accomplish.	3.68	Very Helpful
10	The activities in the video lessons have different levels of difficulties.	3.61	Very Helpful
	General Mean Rating	3.68	Very Helpful

Numeracy Performance of Kindergarten Learners

Table 10 presents the frequency and percentage distribution of the numeracy performance of kindergarten learners in terms of recognition of numbers. The table shows that of the observed number of kindergarten learners, a majority or 81.25% got the score of five (5), 13 or 10.16% got the score of four (4), 10 or 7.81% got the scores of two (2) and three (3), and one (1) or 0.78% got the scores of either zero (0) or one (1). The mean score of the numeracy performance of kindergarten learners in terms of recognition of numbers was 4.67, and it was interpreted as numerates.

Table 10

Frequency and Percentage Distribution of the Numeracy Performance of Kindergarten Learners in terms of Recognition of Numbers

Score	Frequency	Percentage
5	104	81.25
4	13	10.16
2-3	10	7.81
0-1	1	.78
TOTAL	128	100.00
Mean Score 4.67		
Interpretations Numerates		

Table 11 shows the frequency and distribution of the numeracy performance of kindergarten learners in terms of addition of numbers. The table shows that of the observed number of kindergarten learners, a majority or 75.78% got the score of five (5), 16 or 12.50%

got the score of four (4), 13 or 10.16% got the scores of two (2) and three (3), and two (2) or 1.56% got the scores of zero (0) and one (1). The mean score of the numeracy performance of kindergarten learners in terms of addition of numbers was 4.55, and it was interpreted as numerates.

Table 11

Frequency and Percentage Distribution of the Numeracy Performance of Kindergarten Learners in terms of Addition of Numbers

Score	Frequency	Percentage
5	97	75.78
4	16	12.50
2-3	13	10.16
0-1	2	1.56
TOTAL	128	100.00
Mean Score 4.55		
Interpretations Numerates		

Test of Normality

Table 12 presents the test of normality in terms of utilization of localized video lessons by using Kolmogorov-Smirnov Test and Shapiro-Wilk Test. As can be seen from the table, the computed significant values on the utilization of localized video lessons in terms of accessibility (KS = 0.000, SW = 0.000), availability (KS = 0.000, SW = 0.000), contents (KS = 0.000, SW = 0.000), and activities (KS = 0.000, SW = 0.000) were less than the 0.05 level of significance; thus, the test of normality does not follow the normal distribution. Therefore, the Kruskal-Wallis Test was used in testing the difference of the utilization of localized video lessons of the learning facilitators and their profile.

Table 12

Test of Normality in terms of Utilization of Localized Video Lessons

Utilization of Localized Video Lessons	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Accessibility	.321	128	.000	.640	128	.000
Availability	.311	128	.000	.651	128	.000
Contents	.296	128	.000	.572	128	.000
Activities	.273	128	.000	.646	128	.000

Table 12 presents the test of normality in terms of numeracy performance by using Kolmogorov-Smirnov Test and Shapiro-Wilk Test. As can be seen from the table, the computed significant values on the numeracy performance in terms of recognition of numbers (KS = 0.000, SW = 0.000), and addition of number (KS = 0.000, SW = 0.000) were less than the 0.05 level of significance; thus, the test of normality does not follow the normal distribution. Therefore, the Spearman’s Rho was used in testing the correlation of the utilization of localized video lessons of the learning facilitators and the numeracy performance of kindergarten learners.

Table 12

Test of Normality in terms of Numeracy Performance

Numeracy Performance	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Recognition of Numbers	.473	128	.000	.456	128	.000
Addition of Numbers	.444	128	.000	.523	128	.000

Difference on the Utilization of Localized Video Lessons of the Learning Facilitators when Grouped According to their Profile

Table 13 presents the difference on the utilization of localized video lessons of the learning facilitators and their profile in terms of age by using Kruskal-Wallis Test. The computed values of asymptotic significance values for accessibility (ASig. = 0.078), availability (ASig. = 0.372), contents (ASig. = 0.063), and activities (ASig. = 0.059) were greater than the 0.05 level of significance; thus, the null hypothesis is accepted.

Table 13

Difference on the Utilization of Localized Video Lessons of the Learning Facilitators and their Profile in terms of Age

Utilization of Video Lessons	Chi-Square	Df	Asymp. Sig.	Decision
Accessibility	6.814	3	0.078	Accept Ho1 Not Significant
Availability	3.132	3	0.372	Accept Ho1 Not Significant
Contents	7.289	3	0.063	Accept Ho1 Not Significant
Activities	7.450	3	0.059	Accept Ho1 Not Significant

Table 14 presents the difference on the utilization of localized video lessons of the learning facilitators and their profile in terms of sex by using Kruskal-Wallis Test.

The computed values of asymptotic significance for accessibility (ASig. = 0.131), availability (ASig. = 0.625), contents (ASig. = 0.648), and activities (ASig. = 0.931) were greater than the 0.05 level of significance; thus, the null hypothesis is accepted.

Table 14

Difference on the Utilization of Localized Video Lessons of the Learning Facilitators and their Profile in terms of Sex

Utilization of Video Lessons	Chi-Square	Df	Asymp. Sig.	Decision
Accessibility	2.275	1	0.131	Accept Ho1 Not Significant
Availability	0.239	1	0.625	Accept Ho1 Not Significant
Contents	0.209	1	0.648	Accept Ho1 Not Significant
Activities	0.008	1	0.931	Accept Ho1 Not Significant

Table 15 presents the difference on the utilization of localized video lessons of the learning facilitators and their profile in terms of number of children by using KruskalWallisTest. The computed values of asymptotic significance for accessibility (ASig. = 0.473), availability (ASig. = 0.549), contents (ASig. = 0.164), and activities (ASig. = 0.202) were greater than the 0.05 level of significance; thus, the null hypothesis is accepted.

Table 15
Difference on the Utilization of Localized Video Lessons of the Learning Facilitators and their Profile in terms of Number of Children

Utilization of Video Lessons	Chi-Square	Df	Asymp. Sig.	Decision
Accessibility	3.529	4	0.473	Accept Ho1 Not Significant
Availability	3.050	4	0.549	Accept Ho1 Not Significant
Contents	6.511	4	0.164	Accept Ho1 Not Significant
Activities	5.967	4	0.202	Accept Ho1 Not Significant

Table 16 presents the difference on the utilization of localized video lessons of the learning facilitators and their profile in terms of monthly family income by using Kruskal-Wallis Test.

The computed values of asymptotic significance for accessibility (ASig. = 0.627), availability (ASig. = 0.562), contents (ASig. = 0.624), and activities (ASig. = 0.397) were greater than the 0.05 level of significance; thus, the null hypothesis is accepted.

Table 16

Difference on the Utilization of Localized Video Lessons of the Learning Facilitators and their Profile in terms of Monthly Family Income

Utilization of Video Lessons	Chi-Square	Df	Asymp. Sig.	Decision
Accessibility	2.597	4	0.627	Accept Ho1 Not Significant
Availability	2.973	4	0.562	Accept Ho1 Not Significant
Contents	2.613	4	0.624	Accept Ho1 Not Significant
Activities	4.069	4	0.397	Accept Ho1 Not Significant

Table 17 presents the difference on the utilization of localized video lessons of the learning facilitators and their profile in terms of highest educational attainment by using Kruskal-Wallis Test.

The computed values of asymptotic significance for accessibility (ASig. = 0.0.80), contents (ASig. = 0.505), and activities (ASig. = 0.167) were greater than the 0.05 level of significance; thus, the null hypothesis is accepted. However, the computed value of asymptotic significance for availability (ASig. = 0.036) was less than the 0.05 level of significance; thus, the null hypothesis is rejected.

Table 17

Difference on the Utilization of Localized Video Lessons of the Learning Facilitators and their Profile in terms of Highest Educational Attainment

Utilization of Video Lessons	Chi-Square	Df	Asymp. Sig.	Decision
Accessibility	8.329	4	0.080	Accept Ho1 Not Significant
Availability	10.303	4	0.036	Accept Ho1 Not Significant
Contents	3.323	4	0.505	Accept Ho1 Not Significant
Activities	6.466	4	0.167	Accept Ho1 Not Significant

Correlation between Utilization of Localized Video Lessons of the Learning Facilitators and Numeracy Performance of Kindergarten Learners

Table 18 presents the correlation between the utilization of localized video lessons of the learning facilitators and numeracy performance of kindergarten learners in terms of recognition of numbers by using Spearman’s Rho.

It showed that the utilization of localized video lessons in terms of accessibility ($r_s = 0.059$), availability ($r_s = 0.012$), contents ($r_s = 0.056$), and activities ($r_s = 0.104$) have positively very low non-significant correlation with the numeracy performance of kindergarten learners in terms of recognition of numbers. The computed significant values ($\alpha = 0.506, 0.889, 0.527, \text{ and } 0.241$) are not significant at 5% level; thus, the null hypothesis is accepted.

Table 18

Correlation between the Utilization of Localized Video Lessons of the Learning Facilitators and Numeracy Performance of Kindergarten Learners in terms of Recognition of Numbers

Utilization of Video Lessons	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Accessibility	0.059	Positive Very Low Correlation	0.506	Accept Ho Not Significant
Availability	0.012	Positive Very Low Correlation	0.889	Accept Ho Not Significant
Contents	0.056	Positive Very Low Correlation	0.527	Accept Ho Not Significant
Activities	0.104	Positive Very Low Correlation	0.241	Accept Ho Not Significant

Table 19 presents the correlation between the utilization of localized video lessons of the learning facilitators and numeracy performance of kindergarten learners in terms of addition of numbers by using Spearman’s Rho.

It showed that the utilization of localized video lessons in terms of accessibility ($r_s = -0.026$), and availability ($r_s = -0.024$) have negatively very low not significant correlation, and contents ($r_s = 0.056$), and activities ($r_s = 0.104$) have positively very low non-significant correlation with the numeracy performance of kindergarten learners in terms of addition of numbers. The computed significant values ($\alpha = 0.769, 0.784, 0.752, \text{ and } 0.512$) are not significant at 5% level; thus, the null hypothesis is accepted.

Table 19

Correlation between the Utilization of Localized Video Lessons and Numeracy Performance in terms of Addition of Numbers

Utilization of Video Lessons	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Accessibility	-0.026	Negative Very Low Correlation	0.769	Accept Ho Not Significant
Availability	-0.024	Negative Very Low Correlation	0.784	Accept Ho Not Significant
Contents	0.028	Positive Very Low Correlation	0.752	Accept Ho Not Significant
Activities	0.058	Positive Very Low Correlation	0.512	Accept Ho Not Significant

CONCLUSION

From the given findings, the following conclusions were drawn:

1. Most of the learning facilitators belonged to the age bracket of 30-39 years old, a majority were females, most of them had two (2) children, belonged to families with P19,999 and below monthly income, and high school graduates.
2. The learning facilitators perceived very helpful on the utilization of localized video lessons in terms of accessibility, availability, contents, and activities.
3. The kindergarten learners were numerates in terms of recognition of numbers and addition of numbers.
4. There was no significant difference between the utilization of localized video lessons of the learning facilitators in terms of accessibility, availability, contents, and activities when grouped according to their profile in terms of age, sex, number of children, and

monthly family income. The computed asymptotic significant values were greater than 0.05 level of significance; thus, the null hypothesis was accepted.

5. There was a positively very low non-significant correlation between the utilization of localized video lessons of the learning facilitators in terms of accessibility, availability, contents, and activities with the numeracy performance of kindergarten learners in terms of recognition of numbers and addition of numbers. The computed α values were greater than 0.05 level of significance, not significant; thus, the null hypothesis was accepted.

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