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Effectiveness of Validated Hairdressing II Learning Activity Sheets (LAS) in Enhancing Practical Skills in Hairstyling and Make-Up

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ABSTRACT

This action research examined the effectiveness of validated Learning Activity Sheets (LAS) in Hairdressing II in enhancing Grade 12 students' practical skills in hairstyling and makeup. Developed by the researcher and officially recognized by the Division Office, the LAS had undergone expert validation and was initially utilized during the modular distance learning period. With the return to face-to-face classes, the study aimed to assess their instructional value in a laboratory-based setting. Thirty-three Grade 12 Home Economics students from Antipolo City Senior High School participated, along with five expert validators. A mixed-methods research design was employed, integrating surveys, validator rating tools, student performance portfolios, and video documentation. The findings showed that validators rated the LAS as "Very Satisfactory" in terms of content quality, clarity, MELC alignment, and technical presentation. Students found the LAS "Very Effective" in developing their skills and expressed high satisfaction in its usability, visual appeal, and design. Observational data further confirmed "Very Evident" mastery of competencies, particularly in hair sectioning, tool handling, and time management. The study affirms the instructional value of teacher-developed LAS in bridging theory and practice, and in enhancing student readiness for industry-based competencies in the TVL track.

INTRODUCTION

Mastery of practical competencies is essential in Technical-Vocational-Livelihood (TVL) education. In Hairdressing II under the Home Economics strand, learning materials must be directly aligned with the Most Essential Learning Competencies (MELCs) and designed to facilitate the development of hands-on skills such as hairstyling and makeup (Department of Education, 2020). According to All4Ed (2023), establishing meaningful learning goals paired with structured instructional tools significantly enhances student engagement and learning outcomes.

The researcher developed Learning Activity Sheets (LAS) during the pandemic to support modular learning delivery. These LAS were validated by subject experts and recognized by the Division Office. With the transition back to in-person classes, the relevance and effectiveness of these LAS were re-evaluated in a laboratory setting where students could perform real-time beauty procedures.

As highlighted by Lakme Academy (2023), practical training in beauty courses boosts confidence and performance when paired with structured guidance. Similarly, Indeed Editorial Team (2023) emphasized that hairdressing demands precision and technical consistency skills that require constant practice and guided application. This study explores how validated LAS influence the development of students' hairstyling and makeup skills when applied in a performance-based environment. The research focuses on how these materials, aligned with MELCs, are clear in structure and reflective of real-world practice, enhancing skill mastery. Data sources such as student surveys, validator feedback, video documentation, and written outputs were used to assess effectiveness. Although expert validation was conducted online during the height of modular learning, stronger impacts were observed during face-to-face implementation.

Students exhibited higher independence, improved technique, and greater engagement with task completion. This confirmed that teacher-developed LAS are not only effective in remote learning but also remain adaptable and powerful tools in hands-on technical instruction.

LITERATURE REVIEW

The development and validation of instructional materials, such as Learning Activity Sheets (LAS), play a critical role in enhancing student learning outcomes, particularly in performance-based subjects like Hairdressing. As Creswell (2012) suggests, well-structured instructional tools contribute to better student engagement and learning retention. These tools are especially crucial in TVL education, where the acquisition of technical skills is just as important as theoretical knowledge.

Dargo and Dimas (2021) emphasized that well-crafted, competency-aligned materials increase learners' academic performance, particularly in modular distance learning settings. They found that learners performed better when instructional materials were organized, visually appealing, and aligned with MELCs. Similarly, Luisen (2023) noted that even during challenging learning modalities, such as modular instruction, effective LAS enhanced student interest, motivation, and participation in technical subjects like hairdressing.

The value of validated LAS extends beyond engagement.

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According to Dawang (2023), localized and well-validated LAS increase students' skill acquisition and self-efficacy, especially when performance tasks are embedded within the materials. LAS that incorporates clear procedures, relevant images, and scaffolded activities not only guides learners but also fosters confidence and independence.

Industry perspectives also underscore the importance of structured training tools. Lakme Academy (2023) advocates that hands-on practice, reinforced by guided materials, significantly improves the technical consistency required in salon services. The Indeed Editorial Team (2023) concurs, stating that structured practice materials bridge the gap between training and professional readiness, particularly in services involving hair and makeup application.

All4Ed (2023) concludes that designing materials with well-defined learning outcomes, supported by visuals and guided steps, directly influences student success, especially in CTE and TVL programs. These findings collectively support the present study's aim to evaluate the effectiveness of validated LAS in enhancing student performance in Hairdressing II.

Recent studies highlight the importance of validating and contextualizing learning materials in vocational and technical education. For example, Cayetano *et al.* (2025) found that integrating AI-enhanced instructional tools improved student engagement in STEM subjects. Likewise, Duterte (2025) emphasized that aligning materials with licensure requirements fosters higher learner performance and motivation in TVL programs. These insights complement the current research by affirming that context-aware and learner-responsive materials are essential in developing technical and applied competencies among senior high school learners.

MATERIALS AND METHODS

Participants and Sources of Data

This action research involved 33 Grade 12 students from the Home Economics strand of Antipolo City Senior High School, enrolled in Hairdressing II. These students served as the primary respondents in evaluating the instructional effectiveness of the validated Learning Activity Sheets (LAS). Additionally, five expert validators participated based on their professional background in TVL instruction, content development, and pedagogy.

The data sources included completed student survey forms, validator evaluation sheets, student performance portfolios, and selected video documentation. These materials provided both quantitative and qualitative data to assess the impact of the LAS on learners' practical skill acquisition.

Research Design and Data Collection Methods

The researcher employed a mixed-methods descriptive design as recommended by Creswell (2012), integrating both quantitative and qualitative approaches. Structured questionnaires and rating tools were administered to students and validators to gather numerical responses. For qualitative analysis, observational data were collected through performance videos and students' written outputs within their LAS portfolios.

Although the original validator tool used during modular implementation was no longer available, a reconstructed version based on the same indicators was utilized. Student survey responses and their practical task outputs served as evidence of the LAS's usability and effectiveness. The video recordings were uploaded to Google Drive and submitted to the Learning Resource Management and Development System (LRMDS) of the school.

Ethical Considerations

The study followed strict ethical standards. Informed consent was secured from all student participants and their parents/guardians. Participation was voluntary and students were assured that their academic standing would not be affected. Confidentiality was maintained by anonymizing responses and securing all collected data.

All activities were conducted in accordance with school policies and the Department of Education's research ethics framework. The researcher ensured that the learning environment was safe, inclusive, and supportive of learner diversity and readiness levels.

RESULTS AND DISCUSSION

Evaluation of the Content, Clarity, and Technical Presentation of the LAS

To assess the instructional quality of the validated Learning Activity Sheets (LAS), five expert validators rated the materials across four criteria: Content Quality, Clarity and Organization, Relevance to Most Essential Learning Competencies (MELCs), and Technical Presentation.

Table 1: Expert Validators' Evaluation of the Validated LAS

Criteria	Mean ($\bar{x}$)	Standard Deviation (SD)	Verbal Interpretation
Content Quality	3.66	0.16	Very Satisfactory
Clarity and Organization	3.60	0.13	Very Satisfactory
Relevance to MELCs	3.60	0.12	Very Satisfactory
Technical Presentation	3.64	0.15	Very Satisfactory
Overall Weighted Mean	3.64	0.14	Very Satisfactory

Legend: 4.21–5.00 = Excellent | 3.41–4.20 = Very Satisfactory | 2.61–3.40 = Satisfactory | 1.81–2.60 = Fair | 1.00–1.80 = Poor

The validators rated all aspects as "Very Satisfactory," with Content Quality receiving the highest score ($\bar{x}$ = 3.66). These results confirm that the LAS are instructionally sound and appropriate for performance-based learning in Hairdressing II, aligning with the findings of Dargo and Dimas (2021).

Students' Perception of the Effectiveness of the LAS

Students rated the LAS on clarity, usefulness of illustrations, hands-on guidance, opportunities for practice, and appropriateness of referenced tools and materials.

Students valued the guided, visual, and practical aspects of the LAS. Qualitative feedback highlighted increased confidence and understanding of tasks like hair sectioning and makeup application affirming Lakme Academy's (2023) assertion that visual and structured instruction improves learner confidence.

Table 2: Students' Perception of the Effectiveness of the Validated LAS

Indicator	Mean ($\bar{x}$)	Verbal Interpretation
Clear Procedures	4.15	Very Effective
Helpful Illustrations	4.10	Very Effective
Hands-on Guidance	4.20	Very Effective
Skill Practice and Application	4.12	Very Effective
Use of Tools and Materials	4.11	Very Effective
Overall Weighted Mean	4.14	Very Effective

Legend: 4.21–5.00 = Extremely Effective | 3.41–4.20 = Very Effective | 2.61–3.40 = Moderately Effective | 1.81–2.60 = Slightly Effective | 1.00–1.80 = Not Effective

Student Satisfaction in Using the Validated LAS

Students also evaluated their satisfaction based on instruction clarity, design, alignment with goals, and visual appeal.

Students expressed appreciation for how the LAS made learning more engaging and less intimidating. They noted that the interactive design and visual cues made tasks easier to perform independently, aligning with Luisen (2023) who emphasized the motivational impact of user-friendly instructional tools.

Table 3: Student Satisfaction with the Use of the Validated LAS

Indicator	Mean ($\bar{x}$)	Verbal Interpretation
Clarity of Instructions	4.15	Very Satisfied
Engaging Design	4.09	Very Satisfied
Alignment with Learning Goals	4.05	Very Satisfied
Visual Appeal	4.08	Very Satisfied
Overall Weighted Mean	4.10	Very Satisfied

Observable Effects of LAS on Student Performance

Performance data focused on skill mastery in hairstyling and makeup activities.

Observations and student feedback affirmed that the LAS helped them become more confident, independent, and efficient in executing tasks. One teacher observed, "The LAS acted like a personal coach," highlighting the materials' influence on learner autonomy.

Table 4: Observable Effects of the LAS on Students' Performance

Indicator	Mean ($\bar{x}$)	Verbal Interpretation
Hair Sectioning	4.10	Very Evident
Styling or Curling Execution	4.12	Very Evident
Makeup Application Technique	4.08	Very Evident
Proper Use of Tools and Products	4.11	Very Evident
Overall Presentation and Time Management	4.20	Very Evident
Overall Weighted Mean	4.12	Very Evident

Legend: 4.21–5.00 = Extremely Evident | 3.41–4.20 = Very Evident | 2.61–3.40 = Moderately Evident | 1.81–2.60 = Slightly Evident | 1.00–1.80 = Not Evident

CONCLUSIONS

Based on the salient findings of this action research, the following conclusions were drawn:

Expert validators rated the validated LAS in Hairdressing

II as "Very Satisfactory" in terms of content quality, clarity, relevance to MELCs, and technical presentation. This affirms its strong instructional value and alignment with competency-based teaching standards.

Students perceived the LAS as "Very Effective" in enhancing their practical skills in hairstyling and makeup. The materials provided step-by-step procedures, visual support, and opportunities for skill application, which promoted independent learning and performance mastery. Satisfaction results showed that the LAS was student-friendly, engaging in design, and aligned with the learning objectives. These characteristics made the materials accessible and motivating, contributing to learners' confidence and task completion.

Performance observations confirmed "Very Evident" mastery of key hairstyling and makeup competencies, such as hair sectioning, curling/styling, product usage, and time management. The validated LAS functioned not only as a guide but also as a formative performance assessment tool.

The study validated the instructional potential of teacher-developed LAS when properly structured, validated, and integrated into both modular and laboratory-based instruction in the TVL track.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

- Continue using the validated LAS in Hairdressing II and replicate its structure for other TVL specializations to strengthen performance-based instruction.
- Encourage more teacher-developed LAS to undergo validation and be submitted to the Learning Resource Management and Development System (LRMDS) for wider use.
- Organize school- or division-level capacity-building workshops to equip TVL teachers with skills in developing and validating MELC-aligned LAS.
- Implement the LAS across more schools offering Hairdressing II to gather broader contextual data and evaluate its scalability.
- Incorporate student portfolios and video-documented performances into formal assessments to support monitoring of learning outcomes and guide instructional improvements.

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