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## **THE EVALUATION OF A MODIFIED STRATEGIC INTERVENTION MATERIAL/S IN SOCIAL STUDIES AS A LEARNING TOOL IN THE NEW NORMAL OF EDUCATION**

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### ABSTRACT

The objective of the study is to evaluate the design, content, and substantial effect of the Modified Strategic Intervention Materials (MSIM) in Social Studies made by the teachers and was used by the Junior High School students in San Carlos San Luis National High School (SCSLNHS) as a Learning Tool in the present New Normal Education. The research design used is a mixed methods research approach. The instrument used was patterned to the evaluation criteria of Learning Resource Management and Development System (LRMDS) of the Department of Education (DepED). Random sampling technique was used in this study.

The quantitative result for the teacher's evaluation on the materials manifested that the teachers were *satisfied* with the content and the beneficial effect of the material; however, when it comes to its design, the rating was described as *poor*, indicating that the materials need more improvement. On the other hand, according to the student's rating, students were *satisfied* with the three (3) elements of the materials, the design, content, and substantial effect.

Furthermore, based on qualitative analysis, the teachers encountered challenges and problems in the production and in the evaluation of the developed materials, even with the students' honesty in answering the tasks, and parents' intervention. On the contrary, students' responses focused on the quality of the printed materials such as blurred images.

Moreover, to assure the quality of the MSIM upon its evaluation, a monitoring tool for the production of the materials and feedback form is suggested to be used.

### INTRODUCTION

The primary goal of teaching is to provide appropriate and effective instruction for students. Today, students' learning achievement depends on the capacity of educators in the utilization of modern-day teaching methods, techniques, and strategies. Thus, a teacher is responsible to

develop and provide necessary instructional materials (IM) in teaching particularly Social Studies (SS). Teaching Social Studies is more productive and enjoyable when there are available, sufficient, and strategically designed instructional materials suited for the different types of students, especially in this new normal setting in education. Also, teachers must consider the interests and learning styles of the students, which is an important learning area in assessing their needs when it comes to teaching and learning processes. Since the curriculum is dynamic, it is a prime duty of the teacher to further discover, to be flexible and to be acquainted with strategic innovations to develop his/her own set of instructional materials according to the needs of the student.

Quality teaching does not only depend on the teacher's knowledge and skills on how to handle the class properly but also the teacher's innovations and creativity to achieve retention of learning. Pasion (2019) stated that every teacher ought to continually innovate and develop intervention materials, as well as strategies to keep abreast of the trend of the students' needs and eventually enhance the quality of the teaching-learning process

Now, amidst the pandemic, teacher's innovation is much needed to become more effective and engaging for the students to understand the lessons. When learners are made to use their senses, higher degree of getting their attention based on their interest and appreciation of the subject being taught may be achieved. Materials and resources can effectively be utilized to accomplish this purpose. The reason is that the use of such materials touches the various sense organs of the learners, encouraging their active participation in the instructional process. When learners can contribute to the instructional process through their various senses, understanding can be promoted. There is a need to make sure that these available materials are well utilized and being evaluated based on the observed needs of the students, based on the right content and competencies or skills that they should possess to achieve the high level of thinking skills.

The teacher should select and evaluate a material that will be used as an alternative source in delivering lessons throughout this new normal in education. Indeed, Social Studies is vital for the intellectual outlook of the present time, although there is a general tendency among the people to be much less conscious of the value of the subject than they are about that of Science or any other subjects. For a significant number of ideas, Social Studies is a course of memorization of words; to pass the subject means memorizing a bulk of dates, events, personages, and others. Some missed realizing that Social Studies is the medium to make an inquiry, to investigate, appreciate, and understand society. With the appropriate teaching strategies, Social Studies makes students realize the reasons of how the society where they are in can eventually identify their real nature as human being. Pasion further mentioned that teaching strategies are much imperative for students to appreciate their daily lessons or activities.

## Statement of the Problem

The general problem of the study is: “How do teachers and students evaluate the Modified Strategic Intervention Material/s in Social Studies as a learning tool in the New Normal of Education?”

Specifically, the study sought answers to the following questions:

1. How do teachers and students evaluate the Strategic Intervention Material to achieve the Most Essential Learning Competencies (MELCs) in terms of:
  - 1.1. design;
  - 1.2. content;
  - 1.3. substantial effect?
2. Are there significant differences between the ratings of teachers and students on the evaluation of the Modified Strategic Intervention Material in Social Studies?
3. What problems and difficulties have been encountered by teachers and students in using the Modified Strategic Intervention Materials in Social Studies?
4. What are the recommendations of teachers and students to improve the quality of the Modified Strategic Intervention Materials in Social Studies?

## Hypothesis of the Study

There is no significant difference between the ratings of teachers and students on the evaluation of the design, content, and substantial effect of the MSIM in Social Studies as a Learning Tool for this new normal in education.

## METHODS

The use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell & Clark, 2011).

The purpose of the study is to evaluate the modified strategic intervention materials in *Araling Panlipunan 10 - Mga Kontemporaryong Isyu* for this new normal in education. For this reason, the study utilized the descriptive type of mixed methods approach which involves the sequential explanatory in analysing and interpretation of data. According to Nassaji (2015), descriptive research is involved in the collection of data and analysis to test the current status of the study. It involves describing, recording, analyzing, and interpreting the data gathered from

the respondents. The researcher made use of a questionnaire, the evaluation of design, content, and substantial effect to furnish accurate answers to the specific problems of the study.

For the questionnaires to gain an in-depth understanding of the study, quantitative data from the survey questionnaire was utilized to determine the teachers' and students' ratings on the evaluation of the strategic intervention material in social studies as a learning tool in the new normal. Synchronously, qualitative data obtained from a semi-structured interview questions among selected participants was sorted, tabulated and analyzed for justification and validation of the results. Moreover, data such as final rating in the teachers and students on the evaluation of the strategic intervention material in social studies as a learning tool in the new normal measured through a four-point Likert scale was used to test hypotheses regarding the significant relationship between these variables.

The weighted arithmetic means, frequency and percentage distributions, standard deviations, and verbal interpretations were applied to analyze the results in order to test the hypothesis posed in the problem statement. Also, for the in-depth interviews, the researcher utilized the opinions of the participants regarding the particular concerns of this study.

For the collection of data, random sampling was utilized. A simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen (Hayes, 2019).

**Table 1**

**Sample of the Study**

Sex	Teachers	Students
Male	2	5
Female	3	15
<b>Total</b>	5	20

Table 1 shows the total number of participants respectively with a total of five (5) teachers of the San Carlos San Luis National High School and twenty (20) recorded students who are officially enrolled in the Junior High School of SCSLNHS classified as two (2) male teachers, three (3) female teachers, five (5) male students, and fifteen (15) female students.

## RESULTS

The following are the presentations of the findings of the study; these are descriptive data on ratings of teachers on the different elements of the intervention materials like the design, content, and substantial effect. Presented are the data gathered with their corresponding analysis and interpretations.

### Part I.1 Evaluation of Strategic Intervention Materials as rated by Teachers

#### A. Evaluation Ratings of Teachers on the Evaluation of the MSIM in terms of Design.

Concerning research problem number one, the underlying table shows the teachers' ratings on the design of the material.

**Table 2**

#### Frequency Distribution and Descriptive Measures of the Evaluation Rating of Teachers on the Design of the Intervention Materials

No	Item	Responses				Mean	Verbal Interpretation
		4	3	2	1		
1	Its font size is appropriate to the intended learner.	0	3	1	1	2.40	Poor
2	Its line and paragraph spacing and spaces between letters and words facilitate reading that the learner can read easily.	0	1	4	0	2.20	Poor
3	Its font style is easy to read and not confusing.	0	2	2	1	2.20	Poor
4	The printed material or Photocopy is of good quality (i.e., not blurred, no broken letters, images are easily recognized).	0	2	2	1	2.20	Poor
5	It is simple and not too many images that the material can easily recognize.	0	3	2	0	2.60	Good
6	It clarifies, explains, and supplements the texts that the learner can easily understand the material.	0	5	0	0	3.00	Good
7	It properly addresses the directions for the learner.	0	2	3	0	2.40	Poor
8	It exudes simplicity and enticing colors.	0	3	2	0	2.60	Good
9	It is well attractive and appealing for the learners.	0	2	3	0	2.40	Poor
10	It is culturally relevant and portrays localization.	0	1	3	1	2.00	Poor
11	It is engaging and attractive and well-pleasing to look at.	0	3	1	1	2.40	Poor
12	It portrays clarity (i.e., does not distract the attention of the reader).	0	1	3	1	2.00	Poor
13	It is sufficient to bring clear and meaningful learning.	0	1	4	0	2.20	Poor
14	Its paper is easy to read and free from any dirt or paper jams.	0	1	4	0	2.20	Poor
15	Its binding is durable, easy to carry, and not easily crumpled.	0	4	1	0	2.80	Good
<b>Weighted Mean</b>						<b>2.37</b>	<b>Poor</b>

Table 2 presents the information on the ratings of teachers on the design of the intervention materials. The results show that the statement under item number 6 about the material if "it clarifies, explains, and supplements the texts that the learner can easily understand the material has the highest weighted mean of 3.00 which indicates that the respondents are satisfied with this item in the material. On the other hand, respondents rated the following items as poor. Item number 10 about "it is culturally relevant and portrays localization." item number 12 about

"it portrays clarity (i.e., does not distract the attention of the reader)" having the same and lowest weighted mean of 2.00. Overall, teacher-respondents rated the design of the strategic intervention material as poor. Results indicated that teachers are not satisfied with the quality of the design for the material.

That is the reason why it is *very important* to cope up with the utilization of the proper use of the design when it comes to producing learning materials. Its font style, size, and also for learning that when using this material it must be taken into account to have an inclusive definition and integration of learning materials when it comes to its design. The design will enable the student to make an interest based on their impression of its structure.

Ololobou (2010) stressed out that the proper design for an instructional materials when it comes to their physical features makes the learners more engage to use it and the proper learning process will enable students come up with the best results in every assessment.

## Evaluation of Teachers on the Quality of the MSIM in terms of Content

The following are the evaluation of the teachers on the content of the intervention material in Social Studies. Findings from the quantitative data revealed that teachers are satisfied with the content of the strategic material. The table below presents teachers' total of responses with their weighted mean and their verbal interpretation.

### Table 3

#### Frequency Distribution and Descriptive Measures of the Evaluation Ratings of Teachers on the Content of the Intervention Materials

No	Item	Responses				Wt. Mean	Verbal Interpretation
		4	3	2	1		
1	Its content is suitable to the student's level of understanding and acquisition of learning.	0	2	2	1	2.20	Poor
2	The material contributes to the achievement of specific objectives of the subject area of which it is intended.	0	4	1	0	2.80	Good
3	The material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving.	1	1	3	0	2.60	Good
4	The material is free of discrimination, gender biases, and prejudices.	0	3	2	0	2.60	Good
	Material enhances the development of desirable values and traits such as						
5a	Pride of being a Filipino	0	4	1	0	2.80	Good
5b	Honesty and trustworthiness	0	4	1	0	2.80	Good
5c	Love for Country	1	4	0	0	3.20	Good
5d	Critical and Creative Thinking	1	4	0	0	3.20	Good
5e	Respect	1	3	1	0	3.00	Good
5f	Ability to know right from wrong	0	4	1	0	2.80	Good
5g	Desire to learn new things	1	2	2	0	2.80	Good
6	The material can boost the interest and curiosity of the learners.	0	1	3	1	2.00	Poor
7	There are specific and adequate warning/cautionary notes provided on the topics and activities where safety and health are of concern	0	2	3	0	2.40	Poor
8	The material is consists of engaging activities that suit the learner's needs	0	0	5	0	2.00	Poor
9	The material can reinforce appropriate social behavior that supports student learning and provides meaningful reinforcement when it occurs.	0	2	3	0	2.40	Poor
10	The material can communicate learning outcomes to be achieved and focuses student interest on tasks to be accomplished.	1	2	2	0	2.80	Good
		<b>Weighted Mean</b>				<b>2.65</b>	<b>Good</b>

Table 3 shows the ratings of teachers on the quality of the content of MSIM wherein the statement "Materials enhances the development of desirable values and traits such as *Love for Country and Critical and Creative Thinking* has the highest mean of 3.20 which indicates that the respondents are satisfied on the quality content of the material when it comes in the promotion of values and traits.

Meanwhile, the item if *The material can boost the interest and curiosity of the learners* together with *The material is consists of engaging activities that suit the learner's needs* has the lowest mean of 2.00. This result indicates that teachers rated the material as poor when it comes to boosting the learner's interest and curiosity and engaging them in different activities that suit their needs.

This indicates that based on the results on the use of this material, when it comes to its content there are some circumstances that learners are not interested to use the material as a learning tool for this new normal of education. This is a manifestation that the instructional materials boost the curiosity of the learners through their engagement in different sets of activities. Their

interest in using the MSIM is also an indication that it is effective to use. Generally, teachers' evaluation on the quality of the content of MSIM in this new normal is *satisfactory* based from the calculated overall mean of 2.65.

As stated by Abolade (2019), the content of the materials should suit the learner's needs to achieve success in the learning process. The instructional materials must contribute to the achievement of the objectives or goals of the lesson. It must be properly utilized which promotes the development of higher cognitive skills where students can think creatively and critically. The more engaging the material is, the more that the learning process could become successful. The content of the material is very important in promoting student's acquisition of learning; this can be a steppingstone for them to acquire the retention of the lesson in their mind.

### **Ratings of Teachers on the Quality of the MSIM in terms of Substantial Effect**

The evaluations of teachers on the substantial effects of the MSIM in Social Studies for this new normal education setting is presented in the succeeding pages. Results from the survey revealed that the teachers are *satisfied* with the effect of the material. The following table shows the responses of the participants together with computed weighted mean and verbal interpretation in terms of its substantial effect.

Table 4 shows the frequency distribution of the teacher's evaluation on the developed MSIM in terms of its substantial effect. The statement on item number 1 "*The vocabulary level in the materials is adapted to the target learner's likely experience and level of understanding*" together with "*The material promotes spiritual and value-based instruction*" has the highest mean of 3.00 which indicates that the respondents are *satisfied* on the effect of the materials when it comes to its vocabulary level and value-based instruction.

#### **Table 4**

#### **Frequency Distribution and Descriptive Measures of the Ratings of Teachers on the Substantial Effect of the Intervention Materials**

No	Item	Responses				Mean	Verbal Interpretation
		4	3	2	1		
1	The vocabulary level in the materials is adapted to the target reader's likely experience and level of understanding.	0	5	0	0	3.00	Good
2	The length of sentences and instructions is suited to the comprehension level of the target reader	0	3	2	0	2.60	Good
3	The sentences and paragraph structures are varied and interesting to the target readers which eliminates boredom.	0	4	1	0	2.80	Good
4	The presentation of learning competencies and ideas of the material is engaging, interesting, and understandable.	1	2	2	0	2.80	Good
5	There is a logical and smooth flow of ideas that develop the step-by-step procedure in acquiring the most essential learning competencies.	1	1	3	0	2.60	Good
6	Each part of the material has engaging activities that demand critical thinking.	0	3	2	0	2.60	Good
7	The material itself is child-friendly and conveys excitement to the learner.	0	3	1	1	2.40	Poor
8	The material builds the foundation on the progress of a learner to be much more engaging and challenging for them.	0	2	3	0	2.40	Poor
9	The material promotes spiritual and value-based instruction.	1	3	1	0	3.00	Good
10	The material can connect the learning experiences of the learner and use it as a platform to learn new things.	0	3	2	0	2.60	Good
<b>Weighted Mean</b>					<b>2.68</b>	<b>Good</b>	

Meanwhile, *The material itself is child-friendly and conveys excitement to the learner* together with *The material builds the foundation on the progress of a learner to be much more engaging and challenging for them* has the lowest mean of 2.40. This result indicates that teachers have a poor rating with regards to the impact of the material on the learners that builds a foundation on their progress.

Thus, this can be a notion that the learners are not motivated to use this material as by the evaluation of the teachers in the MSIM and also because the respondents are not satisfied with the effects of this material, the learners now are not engaging themselves to study and learn unlike when it comes to a face to face learning teachers explain the lesson well. But because of this new normal, the intervention material will be the means of delivering the lesson itself.

Overall, respondents are satisfied with the quality of the material when it comes to its substantial effect. Adalikwu and Iorkpilgh (2013) emphasized that teachers who take time to give their students or provide them instructional material, should always encourage the learner to be excited to use it. The instructions of each activity must be appropriate to the level of understanding and comprehension of the learner, so that the specific objectives or competencies that must be attained by the student can be achieved.

## Part I.2 Evaluation of Strategic Intervention Materials as Rated by Students

**A. Evaluation Ratings of Students on the Quality of the MSIM in terms of Design.** The evaluation of the MSIM by the student respondents on the quantitative findings are on the

following tables which indicate the results of their judgments on the design, content, and substantial effect of the material.

Below is the evaluation of the students on the design of the MSIM. The following table is the total of responses with their weighted mean and their verbal interpretation.

**Table 5**

**Frequency Distribution and Descriptive Measures of the Evaluation Ratings of the Students on the Design of the Intervention Materials**

No	Item	Responses				Mean	Verbal Interpretation
		4	3	2	1		
1	Its font size is appropriate to the intended learner.	1	13	5	1	2.70	Good
2	Its line and paragraph spacing and spaces between letters and words facilitate reading that the learner can read easily.	1	16	3	0	2.90	Good
3	Its font style is easy to read and not confusing.	5	10	5	0	3.00	Good
4	The printed material or Photocopy is of good quality (i.e., not blurred, no broken letters, images are easily recognized).	0	1	13	6	1.75	Poor
5	It is simple and not too many images that the material can easily recognize.	3	11	5	1	2.80	Good
6	It clarifies, explains, and supplements the texts that the learner can easily understand the material.	2	12	6	0	2.80	Good
7	It properly addresses the directions for the learner.	4	12	3	1	2.95	Good
8	It exudes simplicity and enticing colors.	0	7	11	2	2.25	Poor
9	It is well attractive and appealing for the learners.	0	5	12	3	2.10	Poor
10	It is culturally relevant and portrays localization.	0	14	6	0	2.70	Good
11	It is engaging and attractive and well-pleasing to look at.	1	7	10	2	2.35	Poor
12	It portrays clarity (i.e., does not distract the attention of the reader).	1	12	6	1	2.65	Good
13	It is sufficient to bring clear and meaningful learning.	3	14	2	1	2.95	Good
14	Its paper is easy to read and free from any dirt or paper jams.	4	9	6	1	2.80	Good
15	Its binding is durable, easy to carry, and not easily crumpled.	6	8	5	1	2.95	Good
<b>Weighted Mean</b>					<b>2.64</b>	<b>Good</b>	

Table 5 presents the responses of students' rating and computed mean on the quality of MSIM in terms of its design. As deemed on the table, the statement on item number 3 *Its font style is easy to read and not confusing* has the highest mean of 3.00 which indicates that students are satisfied with the format of the MSIM. On the other hand, the statement under item number 4 "The printed material or Photocopy is of good quality (i.e., not blurred, no broken letters, images are easily recognized)" recorded the lowest mean of 1.75 which also falls under the interpretation of "poor". Overall, students are satisfied with the quality of the MSIM when it comes to its design.

As mentioned by Busgaard and Hansen (2011) in their manuscript entitled *Evaluation of Learning Materials: A Holistic Framework*, the learning materials, and their integration into designs must be carefully utilized and addressed the learner's need so that the teaching and learning process can be successfully attained. The simplicity of the design can attract the

student's interest in the subject itself. It is easy for the students to grasp all the learning outcomes if the design itself helps them to manipulate the learning on their own.

## B. Ratings of Students on the Quality of the MSIM in terms of Content

Findings from the quantitative data revealed that students are satisfied with the content of the strategic material. The following tables present the students' responses with the computed weighted mean with the equivalent verbal interpretation.

**Table 6**

### Frequency Distribution and Descriptive Measures of the Evaluation Ratings of Students on the Content of the Intervention Materials

No	Item	Responses				Mean	Verbal Interpretation
		4	3	2	1		
1	Its content is suitable to the student's level of understanding and acquisition of learning.	5	9	6	0	2.95	Good
2	The material contributes to the achievement of specific objectives of the subject area of which it is intended.	3	14	3	0	3.00	Good
3	The material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving.	3	17	0	0	3.15	Good
4	The material is free of discrimination, gender biases, and prejudices.	8	11	1	0	3.35	Good
5	<i>Material enhances the development of desirable values and traits such as:</i>						
5a	Pride of being a Filipino	8	10	2	0	3.30	Good
5b	Honesty and trustworthiness	9	8	1	2	3.20	Good
5c	Love for Country	11	7	2	0	3.45	Good
5d	Critical and Creative Thinking	9	10	1	0	3.40	Good
5e	Respect	9	8	3	0	3.30	Good
5f	Ability to know right from wrong	10	9	1	0	3.45	Good
5g	Desire to learn new things	13	7	0	0	3.65	Very Good
6	The material can boost the interest and curiosity of the learners.	4	12	4	0	3.00	Good
7	There are specific and adequate warning/cautionary notes provided on the topics and activities where safety and health are of concern	2	13	5	0	2.85	Good
8	The material is consists of engaging activities that suit the learner's needs	2	14	4	0	2.90	Good
9	The material can reinforce appropriate social behavior that supports student learning and provides meaningful reinforcement when it occurs.	2	11	6	1	2.70	Good
10	The material can communicate learning outcomes to be achieved and focuses student interest on tasks to be accomplished.	1	12	7	0	2.70	Good
<b>Weighted Mean</b>					<b>3.15</b>	<b>Good</b>	

Table 6 presents the evaluation ratings of students on the content of the intervention materials. The statement under item number 5 on the "Material enhances the development of desirable values and traits such as Desire to learn new things" has the highest computed mean of 3.65 which indicates that students are willing to discover new things as they are using the MSIM. Meanwhile, item number 9 statement "The material can reinforce appropriate social behavior that supports student learning and provides meaningful reinforcement when it occurs" and item number 10 "The material can communicate learning outcomes to be achieved and focuses

student interest on tasks to be accomplished" recorded the lowest computed mean of 2.70 which still under the "satisfactory" bracket of interpretation. Indeed, overall mean of 3.15, students are satisfied with the quality of the MSIM in terms of its content.

## Ratings of Students on the Quality of the MSIM in terms of Substantial Effect.

Results from the survey revealed that the students are satisfied with the effect of the material in Social Studies for this new normal in education. The following table show the total responses of the respondents in substantial effect.

**Table 7.**

### Frequency Distribution and Descriptive Measures of the Evaluation Ratings of Students on the Substantial Effect of the Intervention Materials

No	Item	Responses				Wt. Mean	Verbal Interpretation
		4	3	2	1		
1	The vocabulary level in the materials is adapted to the target reader's likely experience and level of understanding.	2	15	3	0	2.95	Good
2	The length of sentences and instructions is suited to the comprehension level of the target reader	3	14	3	0	3.00	Good
3	The sentences and paragraph structures are varied and interesting to the target readers which eliminates boredom.	1	6	12	1	2.35	Poor
4	The presentation of learning competencies and ideas of the material is engaging, interesting, and understandable.	2	11	7	0	2.75	Good
5	There is a logical and smooth flow of ideas that develop the step-by-step procedure in acquiring the most essential learning competencies.	3	15	2	0	3.05	Good
6	Each part of the material has engaging activities that demand critical thinking.	4	11	5	0	2.95	Good
7	The material itself is child-friendly and conveys excitement to the learner.	1	8	9	2	2.40	Good
8	The material builds a foundation on the progress of a learner to be much more engaging and challenging for them.	4	12	3	1	2.95	Good
9	The material promotes spiritual and value-based instruction.	5	9	6	0	2.95	Good
10	The material can connect the learning experiences of the learner and use it as a platform to learn new things.	8	9	2	1	3.20	Good
<b>Weighted Mean</b>						<b>2.86</b>	<b>Good</b>

Table 7 shows the acquired mean scores of the evaluation ratings of the students rating on the quality of the MSIM in terms of its substantial effect. As can be seen in the table, the statement under item number 10, *"The material can connect the learning experiences of the learner and use it as a platform to learn new things"* has the highest mean of 3.20 which indicates that the students are *satisfied* with their learning experiences which led them discover new things. Meanwhile, item number 3 indicates that *"The sentences and paragraph structures are varied and interesting to the target readers which eliminates boredom"* recorded the lowest mean score of 2.35, interpreted as *poor*. However, the total weighted mean shows that the students

are satisfied with the quality of the MSIM in terms of its substantial effect with a weighted mean of 2.86 interpreted as *good*.

Hereunder table is the overall mean of the quantitative results on the evaluation of teachers and students on the design, content, and substantial effect of the MSIM in Social Studies. As presented in Table 8, the summary of the overall mean results of the MSIM evaluation done by the teachers and students are clearly reflected with the descriptive interpretation for the design, content, and substantial effect of the MSIM.

**Table 8**

**Summary of the Overall Mean of the Evaluation Ratings of the Teachers and Students on the developed MSIM**

Respondents	Design	Descriptive Interpretation	Content	Descriptive Interpretation	Substantial Effect	Descriptive Interpretation
Teachers	2.37	Poor	2.65	Good	2.68	Good
Students	2.64	Good	3.15	Good	2.86	Good

The table shows the computed weighted mean of 2.37 for the *design* of the MSIM, while 2.65 for the *content* and 2.68 for the *substantial effect*, with similar descriptive interpretation as *Good*. Likewise, for the student’s ratings overall mean, the design of the MSIM has acquired a weighted mean of 2.64, while 3.15 for the *content*, and 2.86 for the *substantial effect* with *Good* descriptive interpretation.

This could be interpreted that the respondents have different perceptions, experiences, and evaluations on the MSIM in Social Studies as a learning tool for this new normal setting of education. The findings from the evaluation ratings of teachers and students contributed in answering the research questions stated in Chapter I. Thus, signifying that the MSIM maybe implemented and use by the teachers as well as the students during pandemic.

**Part II. Significant Differences between the Evaluation Ratings of Teachers and Students on a Modified Strategic Intervention Material in Social Studies**

Concerning the significant difference between the evaluation of teachers’ and students’ on MSIM considering its design, Table 9 shows the computed significant differences.

**Table 9**

**Difference between Teachers’ and Students’ Evaluation of Intervention Materials in terms of Design.**

Respondent	N	%	Mean	SD	Mean Difference	t – value	Probability
Teacher	5	20	2.51	.361	-.10	.69	.497
Student	20	80	2.61	.297			

From the twenty-five (25) respondents, where 5 are teachers and 20 are students, the mean score rating of teachers is 2.51 while for the student, it is 2.62. The difference between the ratings on a *design* as evaluated by the teachers and students is -.10. The independent samples t-test shows that there is *no significant difference* between the teachers' and of the students' ratings on the intervention materials in terms of the design as indicated in the computed t – value of .69 with the probability of .497.

Therefore, based on the results of the t-test of *no significant difference*, it is evident that the teachers and students are both favorable in using the MSIM in Social Studies as a learning tool for this new normal of education, so, therefore, the null hypothesis (H0) is retained.

With regard to the MSIM's Content, Table 10 shows the means and standard deviations of the evaluation ratings of teachers and students on the quality of the intervention materials. Statistical analysis of both the teachers' and students' ratings on the content of the material are clearly reflected.

**Table 10**

**Difference between teachers' and students' ratings of intervention materials in terms of content.**

Respondent	N	%	Mean	SD	Mean Difference	t – value	Probability
Teacher	5	20	2.88	.469	.28	1.36	.186
Student	20	80	3.16	.405			

In can be seen in the table that the mean rating from the teachers computed 2.88 mean score, while 3.16 mean rating for the content as evaluated by the students. The mean difference between the ratings for teachers and students is .28. The result of the independent samples t-test revealed that the mean difference between the respondents' ratings of the intervention materials in terms of content is *not significant* as indicated by a t-value of 1.36 with the probability of .186. Therefore, there is *no significant difference* between the evaluation of teachers and students upon the content of the MSIM in Social Studies as a learning tool for this new normal, therefore the null hypothesis (H0) is retained.

Lastly, in Table 11, the difference between the teachers' and students' ratings on the quality of the intervention materials in terms on its substantial effect is clearly presented.

**Table 11**

## Difference between Teachers' and Students' Ratings of Intervention Materials

### in terms of Substantial Effect

Respondent	N	%	Mean	SD	Mean Difference	t - value	Probability
Teacher	5	20	2.80	.300	.06	.34	.736
Student	20	80	2.86	.362			

As can be seen in Table 3, the computed mean rating of teachers is 2.80 , whereas, the mean rating computed from the evaluation of the students is 2.86 on substantial effect. The mean difference between the ratings for teachers and students is .060. The result of the independent samples t-test indicated that there is *no significant difference* between the teachers' and of the students' ratings of the intervention materials in terms of the substantial effect as indicated by the t value of .34 with probability of .736. Therefore, the null hypothesis is retained.

### Problems and Difficulties Encountered in using the MSIM in Social Studies together with the Suggestions of the Teachers and Students for Improvement

For the qualitative data analysis, two distinct threads came up. The major thread or themes identified from the results of this study are presented below, where the teachers and students became the participants, in answering the interview questions:

The teachers and students have encountered some challenges and problems in using the Modified Strategic Intervention Materials in Social Studies, considering different concerns like reproducing the materials, printing problems, blurred and unidentified texts, and images, etc. Both teachers and students suggested ideas on improving the quality of the materials as they are the users of these MSIM.

Both teachers and students gave some recommendations on how to improve the quality of the MSIM in Social Studies for this new normal of Education.

Theme 1 provided the findings that answer the specific question in the statement of the problem no. 3. An interview guide question was asked among the study participants: *What are the problems and difficulties encountered by teachers and students in using the MSIM?*

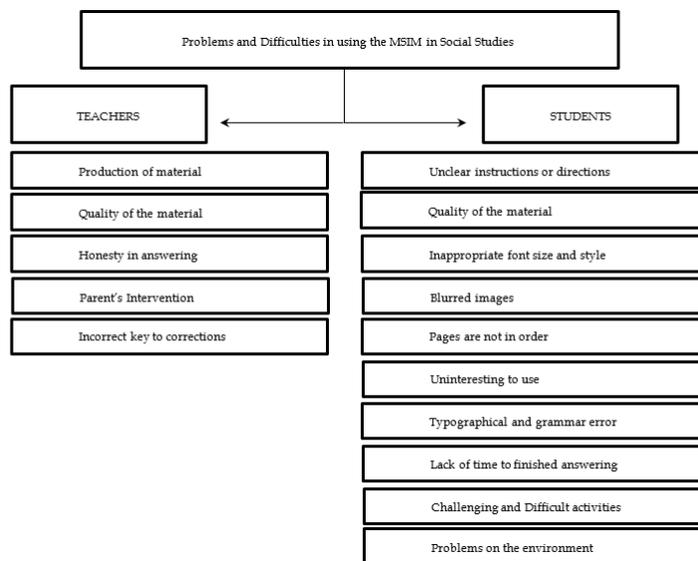
Theme 2 on the other hand presented the findings through interview transcriptions about the possible recommendations for the enhancement of the MSIM. The question, *What are the recommendations of teachers and students to improve the qualities of the MSIM in Social Studies was asked among the participants.*

### Theme 1 - Problems and Difficulties in using the MSIM in Social Studies

Data obtained from the semi-structured interview were gathered and analyzed to identify the challenges and problems encountered by the teachers and students in using the strategic material in Social Studies.

Figure 2 shows the teachers and students encountered problems and difficulties on using the MSIM in Social Studies.

Four out of five teacher participants have encountered challenges in the production of materials because of a lack of means to produce them and also because of the imperceptive dissemination of soft copies to every school. Participant 1 noted that *"Dahil nasa new normal tayo, at lahat tayo ay nangangapa pa, mabagal ang pag po produce ng mga modules maging sa printing pahirapan kasi wala kaming soft copies para i print"*. Same with participants 2, 4, and 5 they are struggling with the production of the materials. Participant 1 added that *"Yung ibang modules blurred tapos mali-mali ang spelling at key to corrections, kaya maraming nagrereklamang estudyante."*



**Figure 2. Teachers and Students Problems and Difficulties on using the MSIM in Social Studies**

Participant 2, reported that *"I'm not sure if they are non-readers or just not focusing on answering, I have difficulty in grading their work because some of them are just copied and paste for the internet"*, while participant 3 also added that *"sometimes they are not answering other activities, they leave them undone"*. With regard to the parent's intervention, Participant 4 noted that *"If the parent is non-reader, they cannot help learners in some other matters in answering their modules"*. Additionally, Participant 5 noted that *"Students who are slow learners are not learning and most of them cannot access the internet"*

Furthermore, for the students' encountered challenges and problems in using the MSIM in Social Studies, Participant 1 and 4 noted that *"Yung ibang instructions, di malinaw tapos yung iba blurred ang pagkaka imprinta"*. Meanwhile, ten out of twenty students reported that they have difficulty in recognizing images on the material because of its blurred structure that's why most of them cannot finish answering their activity because they cannot understand the image. Participant 6, noted also that "the size of the letters are too small and it's hard for me to read it." Same with Respondent 17 said that *"I did not understand some of the sentences because the font size is too small and the printing is blurry"*. Moreover, Participants 7, 8, and 16 reported that *"There are some modules that their pages are not in order, which leads us to make some confusion in answering the module"* Participant 9, added that *"I can easily feel bored, getting stressed and getting hand pain from writing my answers in the module."* Same with Participant 3, said that *"I feel stressed because of some activities that I don't understand, and at the same time I've experienced difficulties in sleep and eating on time."* But, Participant 2 stressed out that *"You are responsible on learning it on yourself and accomplished the given tasks at the same time, but it is also undeniable that some of these modules are stressful and hassle because I don't think that the environment that we're living now is not a self-learning-friendly environment."*

Participants 10, 11, and 20 had the same evaluation on the material that some words are typographically error and sentences that are grammatically incorrect. Additionally, Participant 20 noted also the lack of time management in answering the module because of some difficulty in answering activities.

Lastly, Participant 14 mentioned that *"I encountered a lot of problems and difficulties depending on what happening in our house like on Monday we do the laundry, that's why I lose some time answering my module and at the same time I am an audio-visual learner, so in using the MSIM is more difficult for me."*

Based on the responses discussed, both teachers and students encountered some difficulties and challenges in using the MSIM, and most of these are the design of the material itself mostly its font style and size, blurred images, unclear directions or instructions, not in good quality when it comes to its printing and difficulty on producing them. In the aspects for the content, most of the students had difficulty in answering some of the activities which are not clear in the instruction which can lead them to more stress and boredom in answering their module, it is also hard for them to understand the material itself without the proper guidance and help of the teacher.

According to Dangle and Sumaoang (2020) in Social Studies, some of the students said that they have a hard time understanding the subject because of its lengthy readings and some of the

learners cannot understand some of the terms used. Many of the questions among activities are hard as well and there aren't enough examples provided.

When it comes to the substantial effect of the material among the students, many of them have a hard time appreciating the modular mode of learning because according to them it is much better if the learning should be received inside the classroom where the teacher served as the provider of this learning. But because of this Pandemic, it is impossible as of now to conduct face-to-face learning for the students.

## DISCUSSION

The purpose of this study is to evaluate the self-learning modules or the Modified Strategic Intervention Materials (MSIM) in Social Studies as a learning tool for the new normal in education and identifying the problems encountered in using the MSIM.

From the analysis of the participants' answers through interview and administration of survey questionnaires, the following are the discussions of findings on the study:

Teachers and students are satisfied with their evaluation of the Modified Strategic Intervention Material in Social Studies as a Learning Tool for this New Normal of Education. Upon the design of the MSIM from the quantitative results, teachers and students have a different perception. Students are satisfied with the design of the material while the teachers had a poor rating on it. These are the formats and structure of the material specifically, its technical aspects as an intervention material. With regards to their recommendations and suggestions, it will be a great help for the administrators to prioritize all those concerns to take them into action. In the content of the material, teachers and students are satisfied because it suits the level of understanding and acquisition of learning among the users. It also contributes to the achievement of specific objectives of the subject. It helps them develop higher cognitive skills such as critical thinking, creativity, kinesthetic and problem-solving. The material also helped students in terms of enhancing their development of values and traits as Filipino youth and especially the application of lessons to daily life, participation, and the basis for their future careers. The quality of the MSIM to the users is the success of the writers and designers to much more focus on what will be the best for the learners to achieve the goal of the DepEd in this new normal in education. Both teachers and students are satisfied with the substantial effect of the MSIM in Social Studies as it plays an important role for them towards the attainability of the Most Essential Learning Competencies.

Students also believe that the subject allows them to become responsible citizens in our country as it is inculcated to the material which has an engaging activity that demands them to

think critically. Aside from that, it builds the foundation on their progress as they face different challenges while using it. With the connection to their concern for the material, they can connect it to their learning experiences as it can be used as a platform to learn new things. Teachers and Students reported some issues in using these Modified Strategic Intervention Materials in Social Studies among different factors based on the qualitative results such as reproducing the materials, printing problems, blurred and unidentified texts, and images, etc. Generally, almost half of the participants appear to encounter various problems and challenges in using the MSIM in Social Studies. Both teachers and students suggested ideas, suggestions, and recommendations on improving the material as they are the maneuvers of these MSIM.

## CONCLUSIONS

Given the findings of the study, the following conclusions emerged:

The Junior high school teachers and students at San Carlos San Luis National High School upon the result of the quantitative data are satisfied with the content and the substantial effect of the MSIM in Social Studies but when it comes to its design, the students are satisfied with the design of the Modified Strategic Intervention Material that they are using while the teachers had poor ratings on its quality.

In respect to the quantitative result of this study, there is no significant difference between the ratings of teachers and students on the design, content, and the substantial effect of the MSIM in Social Studies as a learning tool for this new normal in education. It was also reflected in the hypothesis of this study. However, based on the interviews, there are some issues, problems, and challenges that were encountered by the respondents which need a corresponding and immediate solution by implementing some action plan regarding these matters.

## RECOMMENDATIONS

Based on the findings presented and the conclusions inferred, the following recommendations are hereby endorsed:

1. In this new normal in education, a lot of adjustments are made by the teachers, from the preparation of lessons until such as converting the classroom into a virtual school which serves as a platform nowadays for the teachers to meet their students using the internet. Although with respect to the quantitative results of this study that teachers and students are satisfied on the use of the MSIM in Social Studies, there are still problems that encountered by the teachers and students while using it.

With this, Teachers, play a vital responsibility in the education process but it is undeniable that it takes a full challenge for the teachers as of this day to give 100% support for the learners to attain the learning that they must possess in this school year. It is hereby recommended to deliver Social Studies teachings even if it is in a modular mode of teaching wherein it must take into account that this subject must be learnable, interesting, and understandable for them. The presentation of the design, content, and effect of the material can boost the interest and excitement of the learner to learn new things and possess skills in Social Studies such as historical context, ideas, principles, and socially aware citizens in our country. There are several useful strategies in this new normal that support the effectiveness of the material in Social Studies that can be used to attain its objectives for the learner to possess. Below are some recommended teaching strategies:

1. **Online Cooperative Learning.** Aside from the modular mode of learning if they have a hard time using it. Using the Google platform it will allow students to explore group and team activities using the internet that they can enjoy and in which they have opportunities to work together in achieving shared learning goals as if they are in a face-to-face class.
2. **Learning Management System (LMS).** For those learners who had their capacity to navigate on the internet, and not on the use of learning materials, this LMS can help them to browse their module to be able to have a clear and colored copy of their lessons as we call them soft copies. This will limit the production of the material that will help the teachers to lessen their work of reproducing hard copies.
3. **Using voice message and video lessons.** Voice messaging for the students can understand clearly the instructions of the lesson itself. Hearing the instructions and lessons from the teacher has a greater impact on them to understand the lesson compared to just reading it. Aside from voice messaging, video lessons are also convenient to be a platform for the teacher when it comes to delivering the lessons especially to those hard topics which need the teacher's assistance.
4. **Inquiry-Based Learning.** The teacher shall encourage the learner not to focus on what are the mistakes in the module, but rather focus on the content of the lesson itself, it must be in accordance always to the role of students in the learning process. Instead of telling the students what they must need to learn, encourage them to explore learning using multiple sources of information that they can use to achieve the learning goals of the lesson. Let them feel that they can ask questions and share their thoughts so that they can engage themselves to a higher level of thinking skills.

5. **Competencies Aligned-Online Programs.** This is a great option for providing the learners an opportunity to explore learning by using the internet as their platform. Using Facebook as one of the social media sites to convey students' interest in the subject by posting some trivia, and contests that will enhance their interest in the subject. This will allow them to explore like in a face-to-face class.

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