

## Strategic Intervention Material: A Learning Approach in Teaching Economics during the Distance Education

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Available online at: <http://www.ijcert.org>

Received: 23/05/2021

Revised: 26/05/2021,

Accepted: 31/05/2021,

Published: 02/06/2021

### Abstract:

**Background/Objectives:** This study assessed the Strategic Intervention Material (SIM) effectiveness in Social Studies - Economics among Grade 9 Junior High School of Zambales National High School, Iba Zambales, Philippines during remote/distance learning (COVID19 pandemic) school year 2020-2021. The Strategic Intervention Material (SIM) is a learning material that helps the students to master competency-based skills which were not able to develop during a regular class. The present study focused on the students' performance before and after implementing SIM-based instruction on Economics.

**Methods/Statistical analysis:** This study utilized a descriptive – experimental research design. A total of 259 students and 39 educators were the respondents.

**Findings:** Findings revealed that academic performance of the students before the utilization of Strategic Intervention Material (SIM) in Economics resulted in a descriptive equivalent of Did Not Meet Expectation or Fair. At the same time, the performance of the same group of students after the utilization SIM in Economics was Satisfactory. The t-Test results found a highly significant difference in the pre-test and post-test versions of the students utilizing the SIM in Economics. When the SIM was subjected to evaluation by experts (educator-evaluators), it was found that the Content, Structure, and Usability compositions/requirements of acceptability and usefulness were very evident.

**Improvements/Applications:** This study suggested the consideration of preparation of SIM on enhancing the development of desirable values and traits and free from bias contents; more active learning activities aimed to increase motivation, understanding and for the development of critical and higher-order thinking; and better efficiency of its assessment tools and techniques.

**Keywords:** Strategic Intervention Material, Social Studies Teachers, Economics, Academic Performance

## 1. Introduction

Education needs to have the ability to improve students' potentials, namely self-management, personality, intelligence, virtuous morals, and skills needed by learners and society [1]. Social Studies teachers carry an important role in resolving problems related to learning difficulties

Such as lack of understanding in receiving information and concept understanding. In a session on the Department of Education (DepEd) performance at a forum on One Small Step Forward Foundation Inc., President Jaime del Rosario noted the lower NAT scores of high school students. NAT is an annual examination given to high school students to measure the knowledge and mastery over the

subjects like Math, Science, Filipino, and Araling Panlipunan (Social Studies). And it is duly noted that the performance of the country's public high school has been on the decline. DepEd data showed that the average NAT score of public high school students from 2011 to 2012 was significantly lower at 48.9%. According to Dizon, et al. [2], this trend and concern in Philippine education has been apparent for the past five years and is aggravated by the school closure during the worldwide health crisis – COVID19 Pandemic.

The government is now addressing this problem in the education system through adopting the K-12 program [3 and 4). Department of Education reasoned that it is high time to implement this system in basic education, attributing students' low achievement scores nationally and internationally [5 and 6]. One of the salient features of Kto12 is making the curriculum relevant to learners through contextualization and enhancement [7]. Strategic Intervention Material, an instructional material for remediation purposes, is one of the solutions employed by the Department of Education to enhance students' academic achievements performing low in science and technology. DepEd Memo No. 117 [3] entitled —Training Workshop on Strategic Intervention Materials (SIMs)-Based Instruction (BI) for Successful Learning provided secondary teachers the training in the preparation of SIMs as part of intensifying and developing intervention materials as tool for remediating poor performance of students at school.

People live in a complex world which is faced with enormous economic challenges [8]. Economics as one of the Social Science disciplines is about the study of the scholarship of teaching economics effectively. It encompasses the what, how, and why teach economics related to the content, teaching methods, and assessment in elementary schools and universities [9]. Understanding this world requires education in basic economic concepts and their application to a multitude of financial issues. As students grow and learn, economic attitudes and opinions take shape and influence thoughts and actions over a lifetime [5]. However, Damalie [10] identified challenges by the teachers related to the Economics curriculum and lack of latest Economics textbooks, while Adu, Galloway & Olaoye [11] were about attitudes and interest of the teachers and students; for Nyandwi [12], the difficulty for students to interpret examination questions in Economics; and issues on physical facilities, poor method of teaching, inadequate instructional materials were identified by Akomolafe & Adesua [13] and Chibueze [14]. Learning Social Studies is difficult and students likely fail to complete the necessary academic and reasoning skills requirements, making students' achievement in this subject relatively low [15]. This necessitates the utilization of Strategic Intervention Material as a tool for students in Economics to counter learning

difficulties, increase performance, and enhance the comprehension and learning of the given competencies. In the Philippines, the Department of Education has taken its action/solution because of the decreasing academic performance of the students in the field of social sciences. In addition to this, as stipulated in DepEd Order NO. 39 [16], interventions have to be made to address deficiencies in learning. According to the study conducted by Salviejo [17], the strategic intervention material-based instruction (SIM-BI) effectively improves the students' performance. It was found that there is a significant difference between the mean scores in the pre-test compared to the post-test when SIM-BI was used.

This study was undertaken to determine the effectiveness of Strategic Intervention Material (SIM)-Based Instruction as a learning approach to enhance and increase the academic performance of high school students Social Studies (Economics) in terms of pre-test and post-test scores with the least mastered competencies and skills. Moreover, this study proved that enhanced SIM is needed to help students during the pandemic to comprehend and master the contents, dynamics, and value of Economics in students, now and in the future.

The results of this study are beneficial to the Social Studies-Economics teachers for they would be considering an improved design, format and content of Strategic Intervention Materials as a tool for remediating poor performance and cater to the needs of the students during the remote/distance learning. SIM will also be a great help for the students for this can guarantee improved skill and academic performance in Social Studies subjects, specifically Economics. The intervention materials in Economics will also help students become independent and successful in mastering the subject matter during the pandemic. The findings of the present study will provide the School Administration and Curriculum Planner of the Department of Education (DepEd) a tangible guide to support and fund effective and appropriate intervention materials that will fit students' needs, which uplifts the quality education in the public schools during the remote/distance learning.

## 2. Objectives of the Study

This study assessed the effectiveness of the proposed Strategic Intervention Material (SIM) in Social Studies - Economics among Grade 9 Junior High School of Zambales National High School, Iba Zambales, Philippines, during the remote/distance learning (COVID19 pandemic) school year 2020-2021. The study answered the following questions:

1. What is the performance level of the Junior High School students before the utilization of Strategic Intervention Material (SIM) in Economics?
2. What is the performance level of the Junior High School students after the utilization of Strategic Intervention Material (SIM) in Economics?
3. Is there a significant difference between the pre-test and post-test results after utilizing the Strategic Intervention Material (SIM) in Economics?
4. How may the acceptability and usefulness of Strategic Intervention Materials (SIM) in Economics be described in terms of (4.1) Content, (4.2) Structure, and (4.3) Usability?

### 3. Methodology

The design of this research was descriptive research. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe what occurs with respect to variables or conditions in a situation. The experimental design was also used to measure and compare Strategic Intervention Material-Based Instruction (SIM-BI) effectiveness as a teaching approach in learning Economics using Pre-Test and Post-Test.

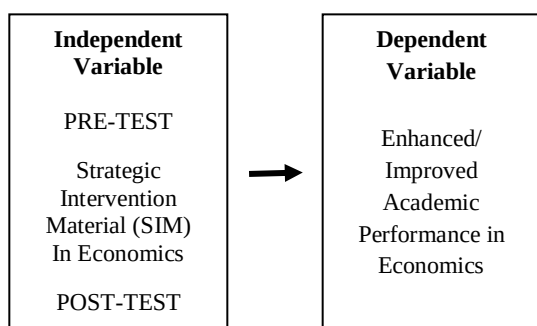
**The Pre-Test- Post-Test in Economics.** A total of 259 Grade 9 officially enrolled students of Zambales National High School, Iba, Zambales were the respondents in the experimental part of the research, particularly those who took the Pre-Test and Post-Test in Economics. The student was selected using purposive sampling. The pre-test- post-test teacher-made test were used as the main instrument to determine the effectiveness of strategic intervention material-based instruction in Economics. It has a 50-item supply-answer type of test questions consisting of 25-item easy, 15-item average, and 10-item difficult questions. The pre-test and post-test questions that the researchers prepared were submitted to experts to check the questions' validity and reliability.

**Development and Evaluation of the Strategic Intervention Material.** The development of strategic intervention materials went through three phases [3 and 17]. The three phases include planning phase, development phase and validation/evaluation phase. The **First Phase** which is planning, the researcher will identify the least learned competencies based from the result of the Pre-test. The least learned competencies will be the bases for developing and constructing strategic intervention material as a tool for further improvement. The **Second Phase** is the development of strategic intervention material. The SIM consists of five parts namely: guide card, activity card, assessment card, enrichment card, and reference card. The **Third or Last Phase** is validation of strategic intervention material as instructional material for learning. The SIM was evaluated for its acceptability and usefulness by Social Studies Teachers,

Master Teachers, Department Heads, and School Principal. The acceptability and usefulness of the Strategic Intervention Material (SIM) in Economics was determined through the SIMS's Content, Structure, and Usability (review criteria in a checklist). The comments, and recommendations were considered for future enhancement of the intervention material. A total of 39 educator-respondents were the evaluator of the designed and prepared Strategic Intervention Materials (SIM) in Economics using a checklist. The researchers requested permission from the Schools Division Superintendent, DepEd Division of Zambales, to study at Zambales National High School. After all the checklists were retrieved and after the test questions were checked, the data gathered were analyzed using statistical tools such as frequency distribution, percentage distribution, weighted mean, and t-Test.



This study is anchored on the concept of determining the acceptability and usefulness of Strategic Intervention Materials (SIM)-based instruction as a learning approach to help improve the performance of Grade 9 students in Economics. This could be best explained in the paradigm below.



**Figure 1. The Paradigm of the Study**

The paradigm of the study utilized Independent Variables (IV) and Dependent Variables (DV) Frame/Model. The first frame consists of the Independent Variables, including the pre-test and post-test in Economics and the Strategic Intervention Materials (SIM)-based instruction. The improved performance in Economics of Grade 9 students during the remote/distance learning through the effective Strategic Intervention Material (SIM) - Based instruction is the Dependent Variable of the study presented in the second frame.

## 4. Results and Discussion

### Performance Level of the Junior High School Students Before the Utilization of Strategic Intervention Material in Social Studies

**Table 1. Academic Performance Before the Utilization of Strategic Intervention Material in Economics**

| Raw Scores (Pre-test)                       | Grading Scale                       | f          | %             |
|---------------------------------------------|-------------------------------------|------------|---------------|
| 42-above                                    | 90-100 (Outstanding)                | 0          | 0.00          |
| 38-41                                       | 85-89 (Very Satisfactory)           | 0          | 0.00          |
| 34-37                                       | 80-84 (Satisfactory)                | 0          | 0.00          |
| 31-34                                       | 75-79 (Fairly Satisfactory)         | 0          | 0.00          |
| Below 30                                    | below 75 (Did not Meet Expectation) | 259        | 100.00        |
| <b>Total</b>                                |                                     | <b>259</b> | <b>100.00</b> |
| <b>Mean = 72 (Did not Meet Expectation)</b> |                                     |            |               |

Table 1 presents the Academic Performance before the Utilization of Strategic Intervention Material.

As shown in Table 1, of the two hundred nine (259) student-respondents, 259 (100.00%) obtained a score of below 30 and gained a grade point of below 75 with equivalent interpretation of 'Did not Meet Expectation'. The computed mean grade was 72 interpreted as Did Not Meet Expectation. Majority (259 or 100%) who took the pre-test obtained a grade point ranging from 74 and below. This numerical rating belong to a descriptive interpretation or equivalent to 'Did Not Meet Expectation.' This result means that the level of performance of the Grade 9 students was totally not satisfactory, are just in the beginning stage. The teacher needs to carefully select, study and employ other more appropriate approach and/or learning material in delivering/executing lessons in Economics.

Social Studies teachers' instructional or pedagogical competences are instrumental to the effective implementation of social studies curriculum in secondary schools [18 and 19]. The best way to learn and perceive natural phenomena of the real world in a particular discipline should be based on an effective pedagogy, instructional material and content knowledge of teachers [20]. The study of Chumdari, Anitah, Budiyo & Suryani [21] implied the necessity for school teachers to implement Social Studies approaches and models in order to enhance students' learning outcomes in the dimensions of character, knowledge and skills. For Park, Byun, Sim, Han & Baek [22], the affective factors provide a driving force for action, where learners initiate and direct purposeful behaviour so they can evaluate their progress toward their goal.

### Performance Level of the Junior High School Students After the Utilization of Strategic Intervention Material in Social Studies – Economics

**Table 2. Academic Performance After the Utilization of Strategic Intervention Material in Economics**

| Raw Scores (Pre-test)              | Grading Scale                       | f          | %             |
|------------------------------------|-------------------------------------|------------|---------------|
| 42-above                           | 90-100 (Outstanding)                | 13         | 5.02          |
| 38-41                              | 85-89 (Very Satisfactory)           | 70         | 27.03         |
| 34-37                              | 80-84 (Satisfactory)                | 70         | 27.03         |
| 31-34                              | 75-79 (Fairly Satisfactory)         | 78         | 30.12         |
| Below 30                           | below 75 (Did not Meet Expectation) | 28         | 10.81         |
| <b>Total</b>                       |                                     | <b>259</b> | <b>100.00</b> |
| <b>Mean = 81.42 (Satisfactory)</b> |                                     |            |               |

Table 2 presents the Academic Performance After the Utilization of Strategic Intervention Material in Economics.

Revealed in Table 3 that of the two hundred nine (259) student 78 (30.12%) obtained a score of 31-34 and gained a



grade point of 75-79 with equivalent interpretation of 'Fairly Satisfactory'. Seventy (70 or 27.03%) students obtained a score of 34-37 and gained a grade point of 80-84, interpreted as 'Satisfactory'. Seventy (70 or 27.03) students obtained a score of 38-41 and gained a grade point of 85-89, interpreted as 'Very Satisfactory'. Twenty eight (28 or 10.81%) students scored below 30 with grade point of below 75 interpreted as 'Did not Meet Expectation'. Thirteen (13 or 5.02%) students scored of 42-above and gained a grade point of 90-100 with equivalent interpretation of 'Outstanding'. The computed mean grade was 81.42 interpreted as Satisfactory. This result means that the level of performance of the Grade 9 students improved from 'Did Not Meet Expectation' from the pre-test to 'Satisfactory' from the post-test.

This improved academic performances of the students was attributed to the usage of SIM by the Social Studies teachers in teaching Economics. Moreover, with this academic performance result, the strategic intervention material can now be considered an effective remedial approach in teaching Economics lessons in the Junior High School level.

The students' academic performance in Economics progressed. Satisfactory as a descriptive rating signifies that students' performance improved but still need to study hard, accomplish well their learning modules and have to excel even during remote learning in this pandemic time to be able to attain "Very Satisfactory" and 'Outstanding' performance remarks. Adu, Galloway & Olaoje's [11] study reported that there was significant main effects of treatment on students' achievement and attitude of learning activities presented and learning materials used in teaching Social Studies. According to Smirnova [23] improvised learning material helps teachers and students to gain an understanding of economic concepts and improve pedagogy. In the study of Vasiliki, Panagiota & Maria [24], teaching economics in this twenty-first century requires teachers to implement effective materials and technology-integrated teaching and learning teaching and providing ongoing support to learners.

#### Paired Samples t-test on the Difference between the Pre-test and Post-test Results After Utilizing the Strategic Intervention Material in Social Studies – Economics

**Table 3. Difference between the Pre-test and Post-test Results**

| Mean Difference | Std. Dev | t      | df  | Sig. (2-tailed) | Interpretation             |
|-----------------|----------|--------|-----|-----------------|----------------------------|
| -18.232         | 4.948    | 59.301 | 258 | 0.000           | Ho is rejected Significant |

The performances/scores in the Pre-test of the students in Economics class differ from the performances/scores in their Post-test which was given after the usage/utilization of the strategic intervention material in Economics.

The Post-test result after the utilization of thematic teaching approach was 'Satisfactory' from previous descriptive rating of 'Did Not Meet Expectation' in the pre-test. This particular result signifies that students improved in learning Economics lessons in the first quarter after the teacher's usage/utilization of SIM in Economics. Consistent to this finding were the results of the studies conducted by Idoko & Emmanuel [25] and Chibueze [14]. Idoko & Emmanuel's [25] results of the post-test administered showed that there was significant difference between scores of experimental group before and after intervention ( $p=.000$ ). It can be concluded from results that device instructional material for Economics had a positive effect on academic achievement of students. Using a pre-test and post-test comparison-group design, Chibueze's [14] investigation found that after approximately two weeks students who were instructed using intervention material in Economics achieved significantly higher scores on the post-test than did students who were instructed using conventional teaching.

#### Usefulness of the Strategic Intervention Materials (SIM)

##### Content:

**Table 4. Usefulness of the Strategic Intervention Materials as to Content**

| Content                                                                                                | WM          | QR                  | Rank |
|--------------------------------------------------------------------------------------------------------|-------------|---------------------|------|
| 1. Content is suitable to the learners' level of development.                                          | 3.69        | Very Evident        | 3.5  |
| 2. Material enhances creativity and innovation & communication and collaboration.                      | 3.69        | Very Evident        | 3.5  |
| 3. Materials contribute to the achievement of specific objectives.                                     | 3.72        | Very Evident        | 2    |
| 4. Material provides for the development of the higher cognitive skills.                               | 3.74        | Very Evident        | 1    |
| 5. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.     | 3.54        | Very Evident        | 8    |
| 6. Material enhances the development of desirable values and traits.                                   | 3.59        | Very Evident        | 7    |
| 7. Material has the potential to arouse interest of the students                                       | 3.64        | Very Evident        | 5.5  |
| 8. Adequate warning/symbols are provided topics and activities where safety and health are of concern. | 3.64        | Very Evident        | 5.5  |
| <b>Overall Weighted Mean</b>                                                                           | <b>3.66</b> | <b>Very Evident</b> |      |

The indicators which were perceived by the Social Studies teachers as Very Evident were indicator 4, Material provides

for the development of the higher cognitive skills. (WM=3.74); followed by Indicator 3, Materials contribute to the achievement of specific objectives (WM=3.72) also interpreted as Very Evident. The content requirement for the learning material like strategic intervention materials such as the provisions for the development of the higher cognitive skills and contributes to the achievement of specific objectives were very evident in the assessed strategic intervention materials in Economics. The Social Studies teachers seems to prioritize development of appropriate essential learning competencies reflected in the learning objectives and cognitive skills development such as critical, higher order and metacognition. The lessons in the learning material according to Tan-Espinar & Ballado [26] should provide clear demonstration of the concepts, skills to be developed and other competencies. Sarmiento [27] pointed out that the lessons are to be presented at a pace that allows for reflection, metacognition, and review.

The indicators which obtained the least weighted means were Indicator 6, Material enhances the development of desirable values and traits (WM=3.59) interpreted as Very Evident; and Indicator 5, Material is free of ideological, cultural, religious, racial, and gender biases and prejudices (WM=3.51) also interpreted as Very Evident. The teachers' assessment also found very evident on aspects focused on the development of desirable values and traits and more importantly the material is free of ideological, cultural, religious, racial, and gender biases and prejudices. This content part of a learning material is also vital since it caters and helps the teachers to achieve what the Social Studies program aims for. Learning and intervention materials need to have adequate presentation of discussion/texts of Social Studies content; these contents and other concepts are discussed accurately, objectively and with no impartialities [27] and allows contribution and explanation of ideas, concepts and points presented are well-explained [28]. The Overall Weighted Mean was 3.66 with qualitative rating of Very Evident.

#### Structure:

**Table 5. Usefulness of the Strategic Intervention Materials as to Structure**

| Content                                                                                 | WM   | QR           | Rank |
|-----------------------------------------------------------------------------------------|------|--------------|------|
| 1. Presentation is engaging, interesting, and understandable                            | 3.72 | Very Evident | 1    |
| 2. It engages and challenge children's' critical thinking.                              | 3.69 | Very Evident | 2    |
| 3. Sentences and paragraph structures are varied and interesting to the target learner. | 3.51 | Very Evident | 8    |
| 4. Expand their expressive                                                              | 3.64 | Very         | 4    |

|                                                                                                 |             |                     |   |
|-------------------------------------------------------------------------------------------------|-------------|---------------------|---|
| mother tongue and/or English language proficiency.                                              |             | Evident             |   |
| 5. Inquiry & Problem-Based Learning, Active learning uses real-life situations.                 | 3.59        | Very Evident        | 7 |
| 6. There is logical and smooth flow of ideas.                                                   | 3.64        | Very Evident        | 4 |
| 7. Vocabulary level is adapted to target learner's likely experience and level of understanding | 3.62        | Very Evident        | 6 |
| 8. Length of sentences is suited to the comprehension level of the target learner.              | 3.64        | Very Evident        | 4 |
| <b>Overall Weighted Mean</b>                                                                    | <b>3.63</b> | <b>Very Evident</b> |   |

The indicators which were perceived by the Social Studies teachers as Very Evident were indicator 1, Presentation is engaging, interesting, and understandable (WM=3.72); followed by Indicator 2, It engages and challenge children's' critical thinking (WM=3.69) also interpreted as Very Evident. The structure requirements of strategic instructional material in Economics such as engaging, interesting, and understandable presentation and development of children's' critical thinking were very evident as assessed by the teacher-respondents. The texts, discussions and exercises of the learning materials should allow the development of various skills and capabilities of students [29]. The material have contents and items which measure higher-order thinking skills (HOTS) and cover the important competencies to be developed [9]. The modules, handbooks and intervention materials utilized are toward more emphasis on teaching that meets the needs of students in their current and future lives.

The indicators which obtained the least weighted means were Indicator 5, Inquiry & Play-Based Learning, Active learning uses real-life situations (WM=3.59) interpreted as Very Evident; and Indicator 3, Sentences and paragraph structures are varied and interesting to the target learner. (WM=3.51) also interpreted as Very Evident. It was also very evident that the learning material in Economics such as engaging learning activities and real-life situations (Inquiry, Problem-Based and Active Learning); and having varied appropriate sentences and paragraph which are encouraging and motivating on the part of the students were also very evident. The Module strengthens the benefits of different learning tasks and activities, teaching approaches, strategies and techniques [27]. It should enhance experiential learning, collaborative learning techniques, classroom experiments, social skills and interdisciplinary instruction [30]. The Overall Weighted Mean was 3.63 with qualitative rating of Very Evident.

## Usability:

**Table 6. Usefulness of the Strategic Intervention Materials as to Usability**

| Content                      | WM          | QR                  | Rank |
|------------------------------|-------------|---------------------|------|
| 1. Increase motivation       | 3.69        | Very Evident        | 4    |
| 2. Fun learning              | 3.69        | Very Evident        | 4    |
| 3. Ease of scoring           | 3.62        | Very Evident        | 6    |
| 4. Long – term understanding | 3.79        | Very Evident        | 1    |
| 5. Ease of administration    | 3.69        | Very Evident        | 4    |
| 6. Easiest way of learning   | 3.74        | Very Evident        | 2    |
| 7. Less expenses             | 3.49        | Very Evident        | 8    |
| 8. Time allotment            | 3.59        | Very Evident        | 7    |
| <b>Overall Weighted Mean</b> | <b>3.66</b> | <b>Very Evident</b> |      |

The indicators which were perceived by the Social Studies teachers as Very Evident were indicator 4, Long – term understanding (WM=3.79); followed by Indicator 6, Easiest way of learning (WM=3.74) also interpreted as Very Evident. The developed SIM in Economics were found to be very usable on aspects such as long-term understanding it offers to the users (students) and ease of utilization and learning based from the assessment of the respondents. This finding reveals the appropriateness of the instructional material in Economics as well as its comprehensiveness and having essential competencies that would help students to develop life-long learning. The module and other educational materials should consider students' abilities, what students will be able to do [9]; the consideration that the objectives and activities are realistic and attainable by the students themselves [15] and emphasized the provision for active involvement of the students.

The indicators which obtained the least weighted means were Indicator 8, Time allotment (WM=3.59) also interpreted as Very Evident, and Indicator 7, Less Expenses (WM=3.49) also interpreted as Very Evident. The usability of the strategic instructional material in Economics were also determined in time allotment utilization and of its being less expensive compared to other instructional materials. The teachers assured that the students have enough time to study, understand and satisfy the quizzes and exercises of the learning material. The module and other educational materials according to Rajapaksha & Chathurika [31] have to be compatible to the lessons to the allotted time frame. Sejjal [32] stressed that an instructional material is prepared considering the use of appropriate structure that brings out ease the usage, monitoring and evaluation. Vasiliki, Panagiota & Maria [15] emphasized the provision that stimulates students' opportunities to benefit the instructional

package. The Overall Weighted Mean was 3.66 with qualitative rating of Very Evident.

## 5. Conclusion and Future Scope

Based on the findings, the researcher concluded that:

1. Academic performance of grade 9 students before the utilization of Strategic Intervention Material (SIM) in Economics was Did Not Meet Expectation (Poor).
2. Academic Performance of grade 9 students after the utilization of Strategic Intervention Material (SIM) in Economics was Satisfactory.
3. There is significant difference on the pre-test and post-test performances of the Grade 9 students in Economics utilizing the Strategic Intervention Material (SIM) in Economics.
4. The Content, Structure and Usability requirements of acceptability and usefulness of Strategic Intervention Material (SIM) in Economics were Very Evident. The SIM in general has provisions for developing higher cognitive skills; topics/discussions are engaging, interesting, and understandable; and the intervention material offers and assures long-term understanding if utilized by the students. However, an enhanced SIM should consider material free of ideological, cultural, religious, racial, and gender biases and prejudices; utilization of varied and interesting to the target learner sentences and paragraph structures; and enough time to answer and accomplish the SIM.

The following recommendations were advanced based on the foregoing conclusions of the study.

1. Social Studies teachers and Department Heads may consider and prioritize in their preparation of Strategic Intervention Material (SIM) that enhances the development of desirable values and traits and are free from issues that manifest biases and prejudices (Contents); utilized appropriate sentences and paragraph structures and that the learning material contains active learning activities aims for the development of critical and higher order thinking (Structure); and increase motivation, understanding and learning; and with appropriate assessment tools and techniques (Usability).
2. Department Heads and School Heads/Principals may consider in their future meetings an sessions and plans the issues of remote/distance learning such as objective assessment and evaluation of students' output and performances, utilization of more active and engaging learning activities and innovative methods; and the provisions of another instructional material package.
3. A plan may be proposed to enhance the preparation of Strategic Intervention Materials in Economics and other Social Studies subjects in the Junior High school

Department and identified solutions to the common problems in teaching Economics.

4. Future researchers may conduct a follow-up study in other Schools located at different Zones in DepEd Division of Zambales.

## 6. Acknowledgment

The researchers wholeheartedly thank the PRMSU Graduate School and University Research and Development leadership for their valuable help and support in the finalization of the this research article and for its publication.

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