

Effectiveness Of Strategic Intervention Materials (Sim) To The Performance Of Grade 5 Pupils In Mathematics

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Abstract — This study evaluated the effectiveness of Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics in Capiñahan Elementary School, Villaba District in the Division of Leyte. The findings of the study were the bases for a proposed Intervention Plan. This research is a quasi-experimental study that used the pre-test - post- test experimental designs. The experimental part of the study will be the learners' performance (Scores) of the Grade 5 pupils in Mathematics . Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores. The researcher utilized universal Sampling in selecting the respondents of the study. The test of difference between the pretest and posttest performance of the grade 5 pupils in Mathematics subject before and after the integration of the Strategic Intervention Materials (SIM) in the delivery of the most essential learning competencies in the full face to face implementation in conducting the classes of the mathematics subject. Based on the results in Table 3, it shows that the Grade 5 pupils performance in Mathematics particularly in the pretest is said to be lower than the posttest result. The result in the pretest and posttest performances which came from the performance before the integration of the strategic intervention materials and after the integration of the intervention which is said to be of the pretest and posttest performances of the Grade 6 pupils resulted to the computed t value which is greater than the critical value and the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 5 pupils in Mathematics before and after the integration of the strategic intervention materials (SIM) is rejected.

The results in table 3 regarding the test of difference of the pretest and posttest performance in Mathematics of the Grade 5 learners before and after the integration of the Strategic intervention Materials implied that grade 5 learners which are the main respondents of the study though they gaining or producing an average performance level from the different topics presented by the teacher through to an assessment in Mathematics and even if some of the learners are answering some of the questions given to them based on the results of the assessment are not yet enough to based their learning on their experienced. Since learning that they have acquired are just based from the things that they have learned from the past lessons they have acquired from the teachers themselves as well as to the parents and peers. Maybe some of the learning materials that they

have used from the past modular type of learning that they have acquired somehow help them to get necessary knowledge that is why their skills were gradually improved particularly on the least learned competencies in Mathematics. So the results in the pretest should not be stop their it needs to have more actions to help them improved their learning styles. We can justified the results of the learners given, that they are love the intervention which means that the intervention really motivated them to learn more and give extra time to surpass the different challenges in learning the mathematics subject. Since they already learned and motivated they are already capable in answering different questions given to them during the discussion on the different topics from the day to day interaction between the learners and the teachers. Furthermore, the result of on the performances of the Grade 5 pupils are significantly effective and thus, this intervention should always be utilized.

Keywords — Effectiveness, Strategic Intervention Materials, Performance, Grade 5 Pupils, Mathematics

I. Introduction

DepEd Memo No. 117, series of 2005 entitled “Training Workshop on Strategic Intervention Materials (SIMs) for Successful Learning” provided secondary teachers the training to have an idea and knowledge in the preparation of SIM. One solution that the Department of Education suggested to improve the Science skills of the learners is to make Strategic Intervention Material (SIM). Strategic Intervention Materials are conceptualized and designed to aid the teacher provide the pupils the needed support to make progress in studies. These will increase and deepen the skills, knowledge and understanding of the child in various subject areas not only in Science and Math but also including various learning areas in the curriculum. This is the tool initiated by Department of Education to improve the academic performance and achievements of the low performing students.

As for many teachers in elementary, who were once a pupil, mathematics as a discipline is one of the most difficult subject to learn as it requires thorough understanding and mastery of procedures. A very difficult yet very vital as it is needed in our daily living.. That is why considered as one of the major subjects. Even teachers find hard to provide effective ways to teach the subject in an easier and more understanding way. It is the very problem of most school for learners tend to just master the basic four operations and never care to elaborate their learning by having depth understanding of the matter because for them, deeper learning of the subject is no longer needed. But mathematics does not just stops by simply familiarizing the four basic operations(addition, subtraction, multiplication and division) since the curriculum requires more than that. And this is where real problem in teaching the subject emerged.

We all know that mathematics is a difficult subject, that’s why most pupils hate Mathematics. As a 21st century teacher, we need to find ways to cater the needs of learners by

implementing Interactive Strategic Intervention Materials that would help them provide better understanding of the learning competencies.

In a public school where learning material is limited and worse not visible, teaching the subject is very difficult as to using chalk and board is a common and boring way for many pupils.. The books being provided by the Deped are hard to understand that sometimes make the subject more complicated. In our area where internet connection is not that good, finding resources other than the provided books and the presence of a teacher is impossible and is therefore not giving the learners another option than chalk and talk. A very tiring strategy especially for slow learners An interactive strategic intervention material is very much appreciated and needed as learners will have an enjoyable way of learning and this would only be possible if we have computers in our classroom since our learners cannot afford to have their own laptops and tablets.

As a grade V teacher for almost 7 years, 3 years in private and 4 years in public up to present. I have observed that in all the learning areas most the pupils suffer or has low grade in mathematics specially to the Grade 5 learners compared to other subject. By implementing this kind of intervention it would be a great help to the learners to be more motivated and interested in mathematics. Thus, these are the premise why the researcher is wanted to conduct this study which will focus on the application of interactive strategic intervention materials in the delivery of the Mathematics 5 learning competencies.

This study evaluated the effectiveness of the Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics in Capiñahan Elementary School, Villaba District in the Division of Leyte. The findings of the study were the bases for a proposed Integration Plan.

Specifically the study sought to answer the following questions:

1. What is the pretest level of performance of the Grade 5 pupils in Mathematics before the integration of the Strategic Intervention Materials in the first Grading period?
2. What is the posttest level of performance of the Grade 5 pupils in Mathematics after the integration of the Strategic Intervention Materials in the first Grading period?
3. Is there a significant difference between the pretest and posttest performances of the Grade 5 pupils in Mathematics before and after the integration of the Strategic Intervention Materials in the first Grading period?
4. What integration plan can be proposed based on the findings of the study?

NULL HYPOTHESIS:

There is no significant difference between the pretest and posttest performances of the Grade 5 pupils in Mathematics before and after the integration of the Interactive Strategic Intervention Materials in the first Grading period.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the effectiveness of the Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics in Capiñahan Elementary School, Villaba District in the Division of Leyte. This study is purely focused on the numeracy skills to determine the Performance Of The Grade 5 Learners In Mathematics During The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period in Mathematics subject. The main local of the study is the Capiñahan Elementary School which is located under the Villaba District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 5 pupils who were experienced the effectiveness of the Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics in Capiñahan Elementary School, Villaba District in the Division of Leyte To The Performance Of The Grade 5 Learners In Mathematics During The full Face To Face Class implementation. The different assessment was carefully validated and conducted by the teacher-researcher which are the pretest and posttest performances in Mathematics. This is also the time that in between the pretest and posttest, the different inclusion of the Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics in Capiñahan Elementary School, Villaba District in the Division of Leyte. The integration of the intervention was undertaken in order to validate their performances before and after the implementation of the Strategic Intervention Materials (SIM). This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 5 pupils before the implementation of the inclusion of the Strategic Intervention Materials (SIM), In this study, the researcher were used the Summative Test Questionnaires in Mathematics to determine the least mastered competencies. Based from the identified least mastered competencies, an Interactive Strategic Intervention Material will be constructed. The study was conducted for one month period or depending on the number of least learned competencies in mathematics which was divided per week. The participants for this study will be the grade 5 pupils handled by the researcher it has the lowest Mean Percentage Score. The assessment card of the interactive Strategic Intervention Material were given to the participants without the other parts of the SIM, the result was the pre-test. The Posttest performance of the Grade 5 pupils after the implementation of the inclusion of Strategic Intervention Materials (SIM), as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Strategic Intervention Materials (SIM) in the delivery of the most essential learning competencies in teaching Mathematics for the second Grading Period. In this study, the selected

participants was exposed to the entire content of interactive Strategic Intervention Material during remedial or vacant time of the learners. The remediation tool awoken their innate interest, opened their imaginations, brought them to the world of mathematics and gave them opportunity to explore, manipulate and perform thus, they experienced once more the competency that they were not fully understood during the regular class discussion. They performed it through the assistance of their parents or guardian. The result of the assessment card was the post-test. In the Quasi-experimental research design, the researcher prepared different Strategic Intervention Materials (SIM) that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed integration plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 5 pupils.

Sampling. There are 21 who are included in the study. 13 respondents of the study were Males and 8 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 5 pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design as well as the different tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Mathematics subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period as well as to the interactive Strategic Intervention Materials among the respondents. I-S.I.M. consists of the following parts: Guide card, Activity Card, Assessment card, Enrichment card and Reference card. In gathering the pre-test data, only the Assessment card was given to the students. The entire SIM was given as remediation tool aiming to give the learners clearer understanding of the competency. The test questions were used before the inclusion of the Strategic Intervention Materials were given to the Grade 5 pupils. After one month of the intervention of the interactive Strategic Intervention Materials among the respondents. I-S.I.M. consists of the following parts: Guide card, Activity Card, Assessment card, Enrichment card and Reference card. In gathering the pre-test data, only the Assessment card was given to the students. The entire SIM was given as remediation tool aiming to give the learners clearer understanding of the competency., posttest was given to the grade 5 pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Strategic Intervention which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and

Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Integration Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The effectiveness of the Strategic Intervention Materials (SIM) to the performance of the Grade 5 pupils in Mathematics on the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 5 Pupils in Mathematics

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	2	10
17-24	Good	7	33
9-16	Fair	12	57
0-8	Poor	0	0
Total		21	100
Weighted Mean		16.52	Good

Table 1 shows the pre-test performance of the Grade 5 learners in the Mathematics subject which usually the focus of this study. The initial report of the entire study was the result based from the assessment of the learners before they have experience the teacher to integrate Interactive Strategic Intervention Materials (SIM) in the delivery of the most essential learning competencies specially those topics which are very difficult to pass or those topics that learners have experienced difficulties while learning and thus, those were to be identified as least learned competencies in

Mathematics. In this table, the researcher have 2 things in mind whether to identify different strategies that could help her and to the learners to be able to learn those difficult topics or to continue to use the usual strategy or strategies in the delivery of the lessons.

Based on the result in table 1, it was shown that it has 5 different level of performances which started from level of performance to the highest performance level which is excellent level of performance. First on the list which is found in the table is in the Excellent performance level with a score ranging from 33-40, there will be none from the Grade 5 learners belong to this level which means that the competencies given by the teacher through an assessment to validate their skills were not totally met thus it has zero percent out of the 21 overall total number of respondents present or took the examination in Mathematics subject for the second grading period. In the Very Good Level of Performance which gained by the Grade 5 learners before they will be receiving the intervention prepared by the teacher-researcher. This particular level of performance has scores ranging from 25-32 which reveals that there were 2 respondents or 10 percent out of the 21 respondents who are at the same time the respondents of the study which was validated their skills in Mathematics before they will be experiencing the intervention in teaching Mathematics. On the other hand, in the good of performance level having a scores ranging from 17-24 is having a 7 respondents gained on this level with an equivalent percentage of 33 percent and considered to be the 2nd dominant score range among from the 6 class size presented. On the other hand, there were 2 respondents or 57 percent from the Grade 5 pupils who were belong to the fair level of performances in the pretest ranging from 9 to 16 in Mathematics. This time, we can see that this level has the highest number in terms of frequency of the respondents. Lastly, in the poor level of performance having a score ranging from 0-8, there were none or 0 percent from the grade 5 pupils from the 100 percent total number of percentage of respondents validated.

The results in table 1 regarding the pretest performance of the Grade 5 pupils in Mathematics before the integration of the strategic intervention Materials in the delivery of the most essential learning competencies particularly on the MELCs which were identified as the least learned competencies which were reflected in the table of specification (TOSs) for the second period. The pretest performance results implied that the grade 5 learners which are the main respondents of the study are gaining or producing an average performance level from the different topics presented by the teacher through to an assessment in Mathematics when it comes to the different learning competencies delivered. It can be gleaned that some of the learners are really capable enough in answering some of the questions given to them based on the results of the assessment even though they are not yet experienced the integration of interactive strategic intervention materials. The learning that they have acquired are just based from the things that they have learned from the past lessons they have acquired from the teachers themselves as well as to the parents and peers. Maybe some of the learning materials that they have used from the past modular type of learning that they have acquired somehow help them to get necessary knowledge that is why their skills were gradually improved particularly on the least learned competencies in Mathematics. Based from the results given, it is evident that the learners really give their best to

learn the subject thus, they gained an good level of performance with an equivalent average weighted mean of 16.52. In other words, there are tendencies that the learners have the time to work hand in hand with the teachers together with their classmates because this time, they have the time to work with their peers as well as there are times that they can ask them from their teachers while learning the topics because the school during that time have implemented the limited face to face. But we cannot deny the fact also that those learners belong to the fair and poor level of performance also need to much attention in order for them that their mathematical skills should be improved thus, this intervention which was identified by the teacher researcher is very important to validate whether this will help the learners improved their performance or skills or improved their numeracy skills or not based from the given time.

Table 2
Post Test Performance Of Grade 5 Pupils In Mathematics

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	21	100
25-32	Very Good	0	0
17-24	Good	0	0
9-16	Fair	0	0
0-8	Poor	0	0
Total		21	100
Weighted Mean		36.14	Excellent

Table 2 shows the posttest performance of the Grade 5 learners in the Mathematics subject which usually the focus of this study. The initial report of the entire study was the result based from the assessment of the learners after they have experienced the teacher in integrating the Strategic Intervention Materials (SIM) in the delivery of the most essential learning competencies specially those topics which were very difficult to learned.

Based on the result in table 2, it was shown the 5 different level of performances which started from level of performance to the highest performance level which is excellent level of performance. In the Excellent performance level with a score ranging from 33-40, all of the Grade 5 learners are belong in this level which means that 21 total number of respondents who were took the post assessment have gained 100 percent which means that the competencies given by the teacher through an assessment to validate their skills were 100 percent passed. In the Very Good Level of Performance which gained by the Grade 5 learners after they received the intervention prepared by the teacher-researcher have found to be none of them found in this level having the scores ranging from 25-32. On the other hand, in the good of performance level having a scores ranging from 17-24 the same results from the very good level have found which means that still there are no respondents belong in this level likewise to the fair level of performances in the posttest ranging from 9 to 16 in Mathematics. Lastly, in the poor level of performance having

a score ranging from 0-8, there were none or 0 percent from the grade 5 pupils from the 100 percent total number of percentage of respondents being validated.

The results in table 2 regarding the posttest performance of the Grade 5 pupils in Mathematics after the integration of the strategic intervention Materials in the delivery of the most essential learning competencies particularly on the MELCs which were identified as the least learned competencies which were reflected in the table of specification (TOSs) for the second period. The posttest performance results implied that the grade 5 learners which are the main respondents of the study are gaining an amazing and head breaking performance level based from the posttest assessment in Mathematics based from the different learning competencies delivered by the teacher-researcher based from the timelines set by the teacher which covers for almost 1 month or 4 weeks in the implementation of the intervention. We can justified the results of the learners given, that they are love the intervention which means that the intervention really motivated them to learn more and give extra time to surpass the different challenges in learning the mathematics subject. Since they already learned and motivated they are already capable in answering different questions given to them during the discussion on the different topics from the day to day interaction between the learners and the teachers. The learning that they have acquired are based from the things that they have learned from the lessons they have acquired from the teachers during the interaction as they together learn the different topics in mathematics considering that the over all weighted mean they have acquired is already increased from 16.52 to 36.14. this results really justify how the intervention is very significant to improve the performance of the learners. In other words the learning materials that they have used or crafted which are based from the different learning competencies particularly on the least learned competencies are really guided them to acquire necessary knowledge to help them answer the different activities or questions that were given and found in the strategic intervention materials. From that reasons, their skills were gradually improved from the least learned competencies in Mathematics.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 5 PUPILS in Mathematics

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Experimental	16.52	36.14	4.892	0.877	Reject Ho	Significant

Table 3 shows the test of difference between the pretest and posttest performance of the grade 5 pupils in Mathematics subject before and after the integration of the Strategic Intervention Materials (SIM) in the delivery of the most essential learning competencies in the full face to face implementation in conducting the classes of the mathematics subject. Based on the results in Table

3, it shows that the Grade 5 pupils performance in Mathematics particularly in the pretest which is equal to 16.52 is said to be lower than the posttest result which is equal to 36.14. The result in the pretest and posttest performances which came from the performance before the integration of the strategic intervention materials and after the integration of the intervention which is said to be of the pretest and posttest performances of the Grade 6 pupils resulted to the computed t value of equal to 4.892 which is greater than the critical value of 0.877 and the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 5 pupils in Mathematics before and after the integration of the strategic intervention materials (SIM) is rejected.

The results in table 3 regarding the test of difference of the pretest and posttest performance in Mathematics of the Grade 5 learners before and after the integration of the Strategic intervention Materials implied that grade 5 learners which are the main respondents of the study though they gaining or producing an average performance level from the different topics presented by the teacher through to an assessment in Mathematics and even if some of the learners are answering some of the questions given to them based on the results of the assessment are not yet enough to based their learning on their experienced. Since learning that they have acquired are just based from the things that they have learned from the past lessons they have acquired from the teachers themselves as well as to the parents and peers. Maybe some of the learning materials that they have used from the past modular type of learning that they have acquired somehow help them to get necessary knowledge that is why their skills were gradually improved particularly on the least learned competencies in Mathematics. So the results in the pretest should not be stop their it needs to have more actions to help them improved their learning styles. We can justified the results of the learners given, that they are love the intervention which means that the intervention really motivated them to learn more and give extra time to surpass the different challenges in learning the mathematics subject. Since they already learned and motivated they are already capable in answering different questions given to them during the discussion on the different topics from the day to day interaction between the learners and the teachers. Furthermore, the result of on the performances of the Grade 5 pupils are significantly effective and thus, this intervention should always be utilized.

IV. Conclusion

Based from the findings of this study based on the pretest and posttest performance of the Grade 5 before and after the integration of the Strategic intervention materials in the delivery of the of the most essential learning competencies can be concluded that integrating the aforementioned intervention is significantly effective in improving the performance or numeracy skills of the learners specially to the aforementioned respondents. Furthermore, the continuing utilization of the intervention could help the learners specially to those who are really struggling to solve simple mathematical operations and therefore it will make them an independent learners

or numerate learners that could stand alone in solving basic problem operations based on the learning competencies in the Key Stage 2.

V. Recommendations

1. The proposed Intervention plan should be used as the positive outcome of the intervention is reflected based from the results shown in the significant difference of the results before and after the integration of the strategic intervention materials to use in the delivery of the different learning competencies in Mathematics.
2. Education Program Supervisors who are specialist of the intervention should continue to conduct quality assurance of the materials and even conduct pilot testing as well as test the efficacy of the materials using Cronbach alpha just to see the efficacy of the materials and to be used not only on the grade 5 level but also to other grading levels that teach mathematics subject.
3. School Heads should conduct training workshop focusing on the crafting of the strategic intervention materials as well as encourage teachers in all subject areas to develop intervention to help the struggling learners on their own specially that the Central office is urging all the teachers to help improve the numeracy level of the learners which were affected after the 2 years pandemic.
4. Mathematics Teachers should develop SIM that focus on the least learned competencies to help the learners address the gap and improve their learning performance or mathematics skills.
5. Parents and guardian should help the teachers to teach their children by always encouraging their learners to be more serious and be motivated to learn mathematics in an easy way by providing the learning gap that were developed for the past years.
6. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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