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Effectiveness of the Strategic Intervention Materials (SIM) to the Performance of Grade 11 Students in Math

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Abstract —Strategic Intervention Materials (SIM) is one of the learning materials or tools used by teachers in improving the mastery levels of the students in Math, Science, English, and other learning areas. Most of the Mathematics teachers crafted the SIM and used by the students during the conduct of remedial, reinforcement and enrichment activities after every Math lesson. The purpose of which is for the students to master the skills taught for the day and improve their performance of the subject. Being a math teacher in senior high school, the researcher used the materials for several years especially before the pandemic. Having students who have difficulty in understanding Math lessons, the researcher tried to utilize the SIM in the classroom hoping that same result will be achieved. Utilizing the researcher-made test questions conducted before and after the utilization of the materials, while employing a quasi-experimental research design, it is hoped that the performance of the students will improve. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. After giving the pre-test and post-test and utilizing the SIM crafted based on the least learned skills, the study revealed a significant difference in the performance of Grade 11 senior high school students in Math. Positive learning outcomes are attained by the students for the materials used as intervention is suited to their needs, it is interactive and provide simple concepts which can be understood by all the students, and the activities which are from simple to complex making it an effective tool or learning materials to be used in the teaching-learning process and in achieving mastery of the least mastered skills.

Keywords — Effectiveness, Strategic Intervention Materials (SIM), Performance, Grade 11 Students

I. Introduction

It was almost three years since health crisis reach the Philippine archipelago and until this day students can hardly recover the learning losses that they have. In fact, most of the schools had formulated and crafted intervention activities to address those learning gaps. While the Department of Education recently launched the National Learning Camp hoping that those learning losses will be addressed, and students will be able to reach the required mastery level for the grade.

During the year-end assessment conducted by the teachers in the previous school year, it was found out that among the learning competencies in Grade 11 Senior High School, Mathematics was the lowest in terms of performance. In fact, in Seguinon Stand Alone Senior High School, there are some students who failed in the subject. While there are more numbers of identified non-numerates students in the Junior High School. With this result, the mathematics teachers and school head are alarmed and advised to conduct a survey on the difficulties that these students encountered. Moreover, there are also teachers who patiently craft intervention materials which will aid them in teaching the subject.

Low performance of students poses a significant challenge to the education arena. Amidst the technological advancement in solving daily problems, basic knowledge of this technology is vital to its success. Gaining basic knowledge starts in school. Study of mathematics primarily needs conceptual understanding. Based on observation, students can read mathematical concepts, but they can hardly comprehend and understand them. Hence the quality of mathematical skills being taught in schools is one of the primordial concerns of education. According to Ramirez et al. (2013), it was common to perceive mathematics as a difficult subject and some students avoided solving mathematical problems. Many learners experienced mathematics anxiety in their school lives.

As stated in Section 2 Article IV of the Code of Ethics for Professional Teachers mandates that every teacher shall make the best preparations for the career of teaching and shall always be at his best and in the practice of his profession. So, SIMs will be adopted as instructional materials for teaching mathematics to facilitate and improve performance (Dy, 2014).

Strategic Intervention Material (SIM) refers to a teaching aid introduced into the teaching methods to stimulate the activity of the students and thereby increase their level of understanding (Dy, 2011). It tends to reteach the lessons which are not clear to the learners and help them gain mastery of the skills (Rodrigo, 2015). SIM is designed to (a) remediate the learners especially in the least learned competencies; (b) engage the learners through interesting activities; (c) capture learners' interest by making the material pleasing to the eyes; and (d) encourage the learners to think more, do more, and learn more.

Bunagan (2014) also defined Strategic Intervention Material (SIM) as instructional material meant to re-teach the concepts and least learned skills. It is a material given to students to aid in mastering the competency-based skills, which they are not able to develop in regular

classroom instructions. SIM is a multifaceted approach to aid the students, especially those who are non-performing to become independent and successful learners (Dacumos, 2016).

It is a teaching-learning kit devised for the benefit of both teachers and pupils. Its goals are to encourage pupils' interest; learn Mathematics concepts and skills; and apply learned skills and concepts into real life situations. SIM is believed to be an effective strategic teaching aid for teachers in carrying out objectives on least learned lessons (Dy, 2011).

Furthermore, SIM is an instructional material prescribed by the Department of Education (DepEd) to improve students' performance in Mathematics subjects. To promote successful learning in the field of Science and Technology subjects in both elementary and secondary among public schools, DepEd (2005) provided the teachers with training and workshop on how to prepare this intervention material. As part of promoting the wide use of the material, the DepEd included SIM making that is open to all Math teachers as one of the contests in the yearly Mathematics fair in the school, division, region, and national level competitions.

With all the reasons mentioned above relating to the students' performance in mathematics, the researcher used a strategic intervention material (SIM) in Math as instructional materials in teaching the subject. The SIM which looks like a minibook have interactive activities which students have greater understanding on the concepts conveyed in the lesson presented in the SIM. Thus, the researcher is evaluating the effectiveness of strategic intervention materials (SIM) in improving the performance of Grade 11 Senior High School students in Math. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 11 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of Strategic Intervention Materials (SIM) in improving the performance of Grade 11 Senior High School students in Math in Seguinon Stand Alone Senior High School, Albuera North District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the Grade 11 Senior High School Students in Math before the utilization of Strategic Intervention Materials (SIM)?
2. What is the performance of the Grade 11 Senior High School Students in Math after the utilization of Strategic Intervention Materials (SIM)?
3. Is there a significant difference in the performances of the Grade 11 Senior High School Students in Math before and after the utilization of Strategic Intervention Materials (SIM)?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of Strategic Intervention Materials (SIM) in improving the performance of Grade 11 Senior High School students in Math for School Year 2023-2024. Seguinon Stand Alone Senior High School, Albuera North District, Leyte Division is the main locale of the study. The 30 Grade 11 Senior High School Students enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. A researcher-made test questions in Math for Grade 11 is used as pre-test and post-test before and after the intervention was given. This is a 30-item multiples choice test which is validated by the District Math Coordinator and School Head of the school. After correcting the answers of the students, the researcher identified the least learned skills and from it the researcher crafted the Strategic Intervention Materials (SIM) for Math. This was utilized by the students during the remediation, reinforcement, and enrichment activities in Math period. This was done within 4-weeks of intervention to improve the performance of the students in Math. The materials undergone validation and quality assurance by the QA Team in the district. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of Strategic Intervention Materials (SIM) in improving the performance of Grade 11 Senior High School students in Math through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 30 Grade 11 Senior High School Students involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The utilization of the crafted Strategic Intervention Materials (SIM) based on the least mastered skills in the pre-test was emphasized in the study. The activities were done during the RRE period in Math. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language

was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade 11 Senior High School students before and after the utilization of Strategic Intervention Materials (SIM). **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 11 Senior High School students in Math.

III. Results and Discussion

Table 1
Performance of Grade 11 Students Before the Intervention

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	3	10
19-24	Very Good	6	20
13-18	Good	13	43
7-12	Fair	8	27
1-6	Poor	0	0
Total		28	100
Weighted Mean		**16.30**	**Good**

Table 1 presents the performance of Grade 11 Senior High School students before the utilization of Strategic Intervention Materials (SIM) in Math. It was revealed on the table that among the 30 students involved in the study, 3 or 10% got the core of 25-30 which is interpreted as excellent. This means that there are exceptional students who can already master the lessons tested. They are advanced students in terms of learning the competencies conveyed in the test. This implies that these students need enhancement activities to continuously improve their performance.

Moreover, 6 or 20% of the 30 students tested got a score of 19-24 which is very good. This means that these students somehow had mastered some of the skills posted in the test given. These are the students who need additional learning activities to be able to understand and conceptualize the discussions provided by the teacher. This implies that these students are still dependent on the

discussion of the teacher on the concepts and more examples must be given to them to fully understand the lessons in Math.

Further, it was shown on the table that among the 30 students tested, 13 or 43% got a score of 13-18 which is good. This comprises the greatest number of students as compared to the total number of students tested. These are the students who need intervention to fully grasp the skills conveyed in the lesson. They need hands-on activities and more examples on every topic given to them. This implies that teachers must focus their attention on this group of students.

Finally, the remaining 8 or 27% of the students tested got a score of 7-12 which is interpreted as fair. This group of students really need more intervention activities and materials. This means that these students have no mastery of the lessons in Math. This implies that teachers must pay attention to these students and find the best activities suited for their needs. Thus, the strategic intervention materials (SIM) crafted by the researcher is relevant to be used for there are hands-on activities of which students must interact with the material.

Summing it up, based on the result of the test conducted to the students before the utilization of strategic intervention materials (SIM), the performance of the Grade 11 students had a weighted mean of 16.30 which is interpreted as good. This means that there are already students who possess mastery of the subject matter or competencies tested but most of them needs intervention to attain excellent performance. This implies that teachers must prepare and utilize differentiated, varied, and hands-on learning activities which the students themselves will be involved in doing the activities. Thus, the strategic intervention materials (SIM) are imperative to use by these students.

Table 2
Performance of Grade 11 Students After the Intervention

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	29	97
19-24	Very Good	1	3
13-18	Good	0	0
7-12	Fair	0	0
1-6	Poor	0	0
Total		30	100
Weighted Mean		**28.93**	**Excellent**

Table 2 presents the performance of the Grade 11 Senior High School students after the utilization of strategic intervention materials (SIM) in Math. It was revealed on the table that among the 30 students tested and given with intervention activities, 29 or 97% got a score of 25-30 which is excellent. This means that the Grade 11 senior high school students performed excellently in the post-test after the utilization of strategic intervention materials. This implies that positive learning outcomes are attained by the students for the materials used as intervention is suited to their needs, interactive and provide simple concepts which is understandable to all the students.

Moreover, there is one or 3% got a score of 19-24 which is very good. Excellent, this student has already mastered the skills and is able to understand the competencies conveyed in the lessons in Math through the utilization of strategic intervention materials (SIM). This implies that strategic intervention materials (SIM) in Math is effective in improving the performance of the Grade 11 senior high school students.

Finally, the table shows that the performance of the Grade 11 senior highs school students after the utilization of strategic intervention materials (SIM) has a weighted mean of 28.93 which is excellent. This means that after the utilization of strategic intervention materials (SIM) in Math, the Grade 11 senior high school students performed excellently in their post-test. This implies that the materials used as intervention are effective in improving the performance of the Grade 11 senior high school students in Math.

Table 3
Test of Difference Between the Scores in the Performances of Grade 11 Students Before and After the Intervention

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 11 Students	Pre Post	16.30 28.93	2.459	1.246	Reject H_o	Significant

Table 3 presents the test of difference in the performance of the Grade 11 senior high school students in Math before and after the utilization of strategic intervention materials (SIM). The result of the pre-test of 16.30 conducted before the intervention has increased to 28.93 in the post-test after the intervention and it reveals a computed value of t of 2.459 which is greater than the critical value of t of 1.246 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performances of Grade 11 senior high school students before and after the utilization of strategic intervention materials (SIM) in Math. This implies that strategic intervention materials (SIM) are effective tools to improve the performance of Grade 11 senior high school students in Math. The content of the materials and activities which are suited to the needs of the students, interactive and has simple terms which can be understood by the students

contribute to making the material effective in improving the performance of the students in the subject. Albarida (2020) attested on the effectiveness of SIM as shown in her study on the Effectiveness of Strategic Intervention Materials (SIMs) on the Academic Performance of Fifth Grade Pupils in Science. It was revealed in her study that there is a significant difference in the mean level of academic performance of pupils in the control and experimental group after exposing them to print SIMs and learner's material in teaching Science. Moreover, in the post-test, the experimental group exposed to print SIMs performs better than the control group exposed to learner's material in teaching science. This suggests that aside from the teaching methods used, utilization of intervention materials like print SIMs can contribute more to the academic performance of pupils than of traditional teaching using learner's material. Because print SIMs is a new product introduced to pupils wherein the pupils are eager to explore the materials. Aside from that, the materials are manipulative which stimulates learning and enhances better retention of the concepts taught. And most important, print SIMs are self-paced learning material which the pupils can work independently and learn best through experience.

Aside from Science, SIM also is used in other learning areas as intervention and remediation materials to address the least mastered skills. In the study of Dumigsi & Cabrella (2019), on Effectiveness of Strategic Intervention Material in Mathematics as Remediation for Grade 9 Students in Solving Problems Involving Quadratic Functions, it was revealed that the proficiency level of Grade 9 students in the posttest when remediated using the SIM was "satisfactory"; while the students remediated with the Grade 9 Learner's Material was described as "did not meet expectations." A significant difference in the academic achievement of students on the topic in favor of the experimental group was noted; hence, the Strategic Intervention Material in Mathematics was found effective as a remediation tool for Grade 9 students in solving problems involving quadratic functions.

IV. Conclusion

The study revealed a significant difference in the performance of Grade 11 senior high school students before and after the utilization of strategic intervention materials (SIM) in Math. Positive learning outcomes are attained by the students for the materials used as intervention is suited to their needs, interactive and provide simple concepts which can be understood by all the students, and the activities which are from simple to complex making it an effective tool or learning materials to be used in the teaching-learning process and in achieving mastery of the least mastered skills.

V. Recommendations

1. Utilize the proposed improvement plan formulated.
2. Encourage the teachers to produce strategic intervention materials which can be used as learning resources in achieving mastery of the least learned skills of the students.
3. Teachers must attend training or LAC sessions on the appropriate production or formulation of Strategic Intervention Materials (SIM).
4. School Heads must provide supplies and materials which can be used in the production and formulation of Strategic Intervention Materials (SIM).
5. Encourage the teachers to submit a study on the effectiveness of the utilization of intervention materials.
6. Submit the Strategic Intervention Materials (SIM) formulated for quality assurance, and
7. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE

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The author is Mrs. Annabel Sanchez Papellero. She was born on March 29,1986 at Palompon, Leyte. She was recently married to Mr. Armando Omambac Papellero. She is presently residing at Ipil 1, Puerto Bello, Merida, Leyte. She finished her elementary education at Puerto Bello Elementary School, Puerto Bello, Merida, Leyte in the school year 1998-1999 and able to finish her secondary education at MVS Puerto Bello Annex, Puerto Bello, Merida, Leyte in the school year 2002-2003. She became a scholar in sports and pursued her college degree and able to finish Bachelor in Secondary Education major in Mathematics at Eastern Visayas State University-Ormoc City Campus in the year 2016-2017. She took up Master of Arts in Education major in Administration and Supervision aand finished her course with complete academic requirements at Western Leyte College of Ormoc,Inc.

After she graduated with her bachelor's degree, she was hired as a substitute teacher four times. First school was in Tahud National High School,Tahud, Inopacan ,Leyte for (3 .5) months in the year 2018-2019. Second, she was recommended by the school head of Tahud National High School another (3.5) months to teach as a substitute teacher again to Conalum National High School, Conalum, Inopacan, Leyte in the same school year. Then, the following year she was hired again (2) times as a substitute teacher in Puerto Bello National High school, Puerto Bello, Merida, Leyte for (7) months. She was hired in DepEd in the year 2021 and is currently teaching as senior high school teacher at Seguinon Stand Alone Senior High School, Seguinon, Albuera, Leyte. She also attended different training courses to acquire new understanding and instructional skills to develop her effectiveness in the classroom.