HOT-QS BASED LEARNING MATERIAL: AN INPUT TO ENHANCE THE HIGHER ORDER THINKING SKILLS (HOTS) OF GRADE 8 LEARNERS

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ABSTRACT

The ability to read and comprehend is one of the most important skills that learners must develop to understand things in society, as most information is presented through text. Due to the pandemic, face-to-face classes have been prohibited for the past two years, altering the environment for providing quality education. It appears that the pandemic has had an impact on learners' reading comprehension skills. This study titled "HOT-QS Based Learning Material: An Input to Enhance the Higher Order Thinking Skills (HOTS) of Grade 8 Learners" is supported by Bloom's theory and other experts agreed that taxonomy was designed as a step process to perform at a higher level, one must first master lower-level cognitive processes. The study's main goal was to create a HOT-QS based learning material for Grade 8 students. The study used five (5) English teachers and forty-five (45) Grade 8 students from Liliw National High School during the school year 2022-2023 to evaluate the developed module in HOT-QS based learning material. The developed learning material was assessed using a questionnaire checklist. To assess the acceptability of the HOT-QS Based learning material, the mean and standard deviation were used. Furthermore, frequency distribution was used to determine the mean performance score of the respondents' pre-test and post-test scores. Pearson Product-Moment Correlation (Pearson r) was used to determine the relationship between the respondents' perceptions of the developed learning material and the pre-test and post-test scores. The paired t-test was used to determine the significance of the difference between the pre-test and post-test scores. The paired t-test was used to determine the significant effect of developing HOT-QS-based learning material on the reading comprehension of Grade 8 students. The pre-test scores were closely mastered, and the post-test scores were mastered. The difference between pre-test and post-test scores is significant. The level of development of HOT-QS Based Learning Material is Highly Acceptable in terms of its Objectives, Contents, Process, and Evaluation. The level of development of HOT-QS Based Learning Material is Highly Acceptable in terms of adaptability, aesthetic value, content validity, and usability. The HOT-QS Based Learning Material's overall assessment in terms of its components and characteristics is Highly Acceptable. The overall Assessment of the HOT-QS Based Learning Material in Grade 8 learners' reading comprehension in terms of its Components and Characteristics is Highly Acceptable. It simply means that the respondent accepted the created Learning material. The pre-test scores were closely mastered, and the post-test scores were mastered. The difference between pre-test and post-test scores is significant. The researcher recommends teachers to invigorate their teaching styles by using the instructional material since the results of the study proved that the developed HOT-QS based learning material in reading comprehension of Grade 8 learners has significant increase in their reading comprehension skills. Teachers are very particular in their profession and know how to facilitate the level of learning even in the distance learning due to unexpected events to happen and used it to improve the skills of learners even learning at home and this instructional material can serve as enrichment activities.

Keywords:

HOT-QS, HOTS, Higher Order Thinking Skills, learning material, Instructional material, objectives, activities, content, assessment, process, evaluation, adaptability, aesthetic value, adaptability, content validity, and usability

INTRODUCTION

Most information is presented through text, the ability to read and comprehend is one of the most important skills that learners must develop in order to understand things in society. Face-to-face classes have been prohibited for the past two years due to the pandemic, which has changed the setting for providing quality education. According to the 2019 (SEA-PLM) Southeast Asia Primary Learning Metrics conducted by the Southeast Asian Ministers of Education Organization, only 10% of Filipino learners have developed proficiency in reading and only 1% in writing (SEMEO).

Teachers provide learning material such as modules and other enrichment activities for the learners; however, this is insufficient to develop the learners' reading comprehension and writing skills because modular instruction is self learning and facilitated by parents rather than teachers. As a result, developing their reading and writing skills is insufficient. Learners have a lack of reading comprehension and writing skills, which they must effectively develop using innovative material. Furthermore, teachers have always been concerned with devising an effective teaching strategy to keep students engaged and practice various skills. As technology advances, some changes in education occur, involving teaching strategies and learner participation. The concept of teaching method has been diversified and broadened with some changes.

As we face the pandemic, teaching strategies and student participation have become one of the problems in the teaching-learning process. Learners have different preferred learning styles and situations, so teachers must consider
the needs of their students when teaching. And when it comes to student participation, one of the issues is a lack of interest, willingness, and confidence in a subject.

Teaching is a continuous process that entails instilling desirable changes in students using appropriate strategies. Indicated that educators' teaching methods would be best for the subject matter to bring about desired changes in learners. Furthermore, it was established that teaching strategies work most effectively when they are tailored to the needs of the learners, as each learner interprets and responds to questions in a unique way. Ayeni and Pal (2011)

The purpose of this study is to determine the effectiveness of the HOT-QS based learning material to enhance the reading comprehension of Grade 8 students. The capacity to read and comprehend text is connected day by day, however, when it connects to the educational setting, it has more prominent significance, it leads to education for life since it impacts connection to the overall personality of the reader. According to Cunha and Capellin, (2016). They said that the reading process really occurs when there is reading comprehension. He pointed out that it is a highly important skill as a complex process which includes various cognitive and linguistic aspects. It is really connected to the learning process wherein learners know how to read, and it helps them to really understand what they are learning and to fully understand every lesson through reading comprehension. This study sought to find the answer of the following question:

1. What is the pre-test scores of the respondents in HOTS in terms of:
   1.1 Recognizing;
   1.2 Recalling;
   1.3 Comparing;
   1.4 Explaining;
   1.5 Concluding?
2. What is the post-test scores of the respondents in HOTS in terms of:
   2.1 Recognizing;
   2.2 Recalling;
   2.3 Comparing;
   2.4 Explaining;
   2.5 Concluding?
3. What is the level of acceptability or appropriateness of the HOT-QS Based Learning Material in terms of components as to:

3.1 Objectives;
3.2 Content;
3.3 Process; and
3.4 Evaluation?

4. What is the level of acceptability of the HOT-QS Based Learning Material in terms of characteristics such as: 4.1 Adaptability;
4.2 Aesthetic Value;
4.3 Content Validity;
4.4 Reliability and
4.5 Usability?
5. Is there a significant difference between the pre-test and post-test scores of the respondents in the HOT-QS Based Learning Material?

REVIEW OF RELATED LITERATURE

This is an analogous to the shift from paying attention to student input (the course a student has taken) to looking at outcomes (how much the student knows and can do or perform).

Higher Order Thinking Skills

According to Singh et al. (2018), HOTS reflect students' thinking ability. Singh and colleagues added that if it is present and incorporated into pedagogical components, it is expected to be successful in the world's education system. According to Arbain and Nur (2017), student speeches in class should not be overlooked because they help students develop their ability to express themselves, think critically, and solve problems as they speak out. Thus, English speaking abilities should not be underestimated, and students should have the opportunity to practice grammar, fluency, and vocabulary comprehension skills because it gives them the ability to understand themselves (Leong & Ahmadi, 2017).

The ability to have students have better English skills has led to the reinforcing of HOTS, which is being acknowledged for the contribution it has made to education (Purnama, & Nurdianingsih, 2019). According to Purnama and Nurianingsih, this inclusivity has changed the education sector. According to the critics, all students with HOTS are more likely to succeed than those with Lower Order Thinking Skills (LOTS).

According to Nourdad et al. (2018), teaching HOTS to students has a positive influence on how they read their comprehensions, and thus the HOTS syllabus should be emphasized. Its most noticeable effect is the improvement of learners' reading abilities.

According to Li and Sireci (2013), evidence of validity based on testing content is critical in educational testing. Distance education is a type of teaching in which a variety of teaching activities and student communication are accomplished through specially prepared content. The lack of qualified content and limitations in the presentation of the content is one of the most significant constraints of distance education offered by several universities.

The preceding literature is relevant to the current study because HOTS is an essential method to improve reading comprehension. The current study is based on the HOT-QS strategy in stating questions to be fully understand by the readers. According to Campbell (2019), instructional Material improves the teaching learning process by displaying information that is required to learn.

Effectiveness of the Learning Material

Furthermore, according to Baltazar (2015), the effectiveness of the learning material was observed through proper evaluation of the students by providing opportunities for students to see their level of knowledge and skills. He also emphasized the importance of teachers evaluating what students have learned based on the criteria assigned to them to determine the effectiveness of the instructional Material being used.

Objectives of the Learning Material

According to Roguel (2015), the overview serves as an introduction to the module and describes its scope and rationale. The overview summarizes the module's content and importance. Objectives serve as the foundation for building lessons and assessments that meet the overall course or lesson goals. It is also defined as a written statement that concisely describes tangible actions to be taken based on a

predefined motive or mission.

Identifying learning objectives should come first, according to Milkova (2014), before planning the lesson itself. Designing appropriate learning activities and developing strategies will be possible in this manner. The primary focus of objectives should be on student learning. At the end of the lesson, the teacher should be able to determine what students should have learned. Once the learning objectives have been written, they should be prioritized. Because they are made to be done. The action should be moved forward by setting goals. Some characteristics of an objective are clarity and specificity, doability, actionability, and consistency. Choosing an objective that appears to be correct intellectually but does not correspond to what one truly intends to form a doable objective. There is always an objective in mind in every moment of human life. The goal of objectives is not to limit spontaneity or the vision of education in the discipline, but to ensure that learning is focused clearly enough that both students and teachers understand what is going on and that learning can be objectively measured. As a result, stating specific course objectives is not recommended. Consider because they provide a solid foundation for designing relevant activities and assessing them. The objectives should guide all activities, assessments, and grading. When creating a learning objective, a course, a lesson, or a learning activity, one must consider what he wants the students to learn and how he will know if they have learned. An objective is a collection of words, pictures, and diagrams intended to inform others about what students must accomplish. An objective does not describe what the instructor will do, but rather the skills, knowledge, and attitudes that the instructor will try to instill in students. Measurable, short-term, observable student behaviors are instructional objectives. They represent the desired knowledge, skills, or attitudes to be acquired. It is the focus of a lesson plan. Objectives serve as the foundation for developing lessons, assessments, and instruction that meet the overall course or lesson goals. They should, therefore, be concise, brief, interrelated and must not be too vague, specific are ambitious broad in or Scope http://www.erm.ecs.soton.ac.uk/theme4/aims_and_objectives.html).

The preceding literature is relevant to the current study because objectives are an essential component of every lesson. It functions as a compass because it provides direction. The current study is based on the principles and characteristics of objectives cited by prominent authors. According to Campbell (2019), instructional material improves the teaching learning process by displaying information that is required to learn. Furthermore, Espanol (2016), stated that goals and objectives should be specific enough so that everyone knows exactly what behavior is being targeted. Goals and objectives need to include criteria for success so that it can determine when students have accomplished them.

The current study is analogous to the preceding statement in that it will evaluate the components of the developed module, and content must be an integral part of this learning module.

Adaptability of the Learning Material

Tan (2015) defines adaptability as the ability to respond to instructions. changes. It also represents adaptability and going with the flow. He also stated that adaptability has two distinct components, which are flexibility and versatility. Flexibility denotes a willingness to change, whereas versatility denotes the ability to do so. It is also valuable if the material is adaptable. According to Prince (2012), adaptability is critical in today's world. As things change at a faster and more rapid rate, adaptability should be considered. Adaptability, according to her, is the ability to recover, reassess, and adapt. Man's first reaction is to resist change, but adaptability means embracing the changes of the present. She further said that adaptability is required for growth and transformation to create a better version. People must push themselves out of their comfort zones by practicing adaptability.

To demonstrate content versatility, the learning material should include a variety of challenging tasks tailored to different aptitude levels. This lends support to the notion that instructional material should be appropriate for the
students' age, emotional, and social development, as well as their ability level. Furthermore, instructional Material should be diverse in terms of difficulty, reader appeal, and presentation of View of points of variety. This is supported by the idea that the learning material provides activities that are aligned with the various learning styles of students, as Gamugamo mentions (2013). Material should take into account that different learners have different preferred learning styles; for example, learners who prefer

studial learning are much more likely to benefit from explicit grammar teaching than those who prefer experiential learning and those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature (e.g., reported speech) than they are from being taught that feature explicitly. This means that activities should be varied and should cater to all leaning styles. Styles of learning which need to be catered for in 10 language learning material include: visual, auditory, kinesthetic, studial, experimental, analytical, global, dependent, and independent. Supporting the idea that learning material must accommodate its desired type of learners is an assertion to provide a wide range of material. According to Orfanu, Tselios, and Katsanos (2015), perceived usability has a significant impact on students' effective learning and overall learning experience, making it an important requirement of educational development. The term "usability" is commonly used to refer to the system's functionality for the user. A material's usability is also defined as something that can be used by a specific group of people to carry out specific objectives in an effective, efficient, and satisfying manner. This means that the developed module was useful to the students in terms of usability. According to Bernum (2011), the best-known definition of usability is one from ISO, the International Organization for Standardization (9241-11). It denotes the extent to which a product can be used by specific users to achieve specified goals with effectiveness and satisfaction in a specified content of use.

The literature above is related because adaptability shows how a material fits in its changing environment. It includes how material may be used to different kinds of learners with variety of learning styles. It involves the essence of an object, event or situation which possesses capability to elicit pleasure or displeasure when experienced or appreciated aesthetically.

Aesthetic Value of the Learning Material

Aesthetic values are the experiences the material brings when engaged appropriately. It has a positive aesthetic value when it provides pleasure through harmony, proportion, and unity. If in case it provides displeasure, it therefore has a negative aesthetic value. The word aesthetics came from the Greek word "aesthesia" meaning sensory perception. Pleasure or displeasure is a challenge of objectivity of aesthetic judgment.

According to Malamed (2015), aesthetics elicits positive emotions. Learners' feelings and moods have an impact on their motivation and learning outcomes. Visual aesthetics or appreciation for appealing design is one way to influence. As a result, visual design is important in learning. Positive emotions in learners can be induced by an appealing visual design, resulting in a successful learning experience. Another way to reach students and influence their learning outcomes is through visual design. To engage students in learning, learning material should evolve over time. Students who like the look of the material are more likely to engage in it, which leads to real and timely learning. Durability follows from the fact that instructional material is not designed for a single session but must, if possible, last a lifetime so that it can be reused. Another factor is the economy. It is necessary to consider the cost. To do so, they must be resourceful and creative in creating their own material. It entails using less expensive material so that the teacher is not burdened.

The above-mentioned literature is quite similar in that the researcher uses adaptability, content validity, aesthetic value, and usability to evaluate the developed module.

Content Validity of the Learning Material

Validity is a subjective assessment of a construct's operationalization. The degree to which a measure appears to be related to a specific construct in the opinion of nonexperts such as test takers and legal system representatives is referred to as validity. In other words, a test has face validity if the content appears relevant to the person taking the test. It assesses the questionnaire's appearance in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used. Face validity, in other words, refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument in terms of whether the items in the instrument appear to be relevant, reasonable, unambiguous, and clear (Oluwatayo, 2012).

Content validity is defined as "the degree to which items in an instrument reflect the content universe to which the instrument will be generalized." It is highly recommended in the field of IS to apply content validity while developing a new instrument. In general, content validity involves evaluating a new

survey instrument to ensure that it contains all of the necessary items and excludes all of the undesirable items to a specific construct domain (Straub, Boudreau et al. 2010).

Reliability of the Learning Material

According to Stufflebeam, reliability is defined as "the degree to which test scores are free from measurement error." It is a measure of stability or internal consistency of an instrument in measuring certain concepts. The number of times the instruments are administered and the number of people who provide information determine the level of reliability. There is test-retest reliability, alternate form's reliability, alternate forms and test-retest reliability, internal consistency reliability and inter-rater reliability. Test-retest reliability is a form of reliability achieved when the same instrument is administered to the same group of respondents on two different occasions and yet look at the correlation between the two sets of scores.

Pearson (2009) prioritized research-based methods in their educational material. Several studies addressed the issues of reliability and validity of Reading Street products in the Pearson Research Overview (2009). Newman and Jaciw (2005) conducted a quasi-experimental study with Grade 1 through Grade 3 students to assess the effectiveness of the Reading Street program. Students who used Reading Street had a mean of 72.028, while those who did not use the program had a mean of 62.550. Reading Street participants outperformed non-participants by 9.48 points across all three grade levels.

Pearson wanted empirical evidence of the effectiveness of the Reading Street program during the first year of print, 2005-2006, so Wilkerson, Shannon, and Herman (2006) of Magnolia Consulting collaborated to conduct a randomized control trial study from three states with approximately 1000 students to research the 41 effectiveness of the Reading Street program. The students chosen for the study were carefully chosen to ensure a diverse range of reading abilities, ethnic diversity, and other factors. During the one-year study, students who used the Reading Street program showed statistically significant gains in reading achievement, according to the researchers. Wilkerson, Shannon, and Herman (2007) of Magnolia Consulting conducted another randomized control trial during the second year of publication (2006- 2007).

Six schools from four states participated in this study. Again, there was a wide range of reading abilities, ethnic diversity, and other factors. The researchers discovered that students who used Reading Street improved their reading achievement significantly, and that each group of students improved from the pretest to the posttest. During the 2008- 2009 school year, Claremont Graduate University's Berry, Byrd, and Collins (2009) conducted a quasi-experimental study to test the effectiveness of the Reading Street as well. The study's sample included 26 schools from seven states in the northeast, midwest, and southeast. Maine was included in the northeast sample, but these schools were not included in the study. Researchers from this study discovered that students who used the Reading Street program improved significantly in reading achievement throughout the 2008-2009 school year, and the results of those processes were previously published in other studies.

Related Studies

In his study, Almario (2002) concluded that students who used her developed Material performed better on the post test than on the pre-test. The manual she created for Elementary Mathematics V proved to be an effective teaching tool. Her research also emphasized the significance of topic organization, mechanics, and language used, as well as the appropriateness of presentation, illustrations, and pedagogical approaches in the development of instructional material. She also advocated for the creation of manuals in other Mathematics subjects to aid teachers' instruction. The study is like the present study because pre-test and post-test will be conducted as part of assessment tool.

Bayle (2004) specified the low performance of the fourth-year students in Science and Technology IV (Physics) in the Division of Taguig and Pateros for the school year 2003-2004. There were reviews and revisions made in the Science curriculum, yet students get low scores. She perceived the need of teaching-learning Material so that students can learn to manipulate and do hands-on activities. For this reason, she conducted her study on how the activity manuals she developed affects the student's performance. She then concluded that the manual effectively increased the performance level of the students and was highly acceptable instructional Material as regard to its usability, adequacy, clarity,

and relevance.

Benigno (2004) emphasizes that the availability of appropriate instructional material is a major factor that improves the teaching-learning process. In the absence of appropriate mathematical textbooks in her school, she proposed a curriculum material for first-year college students to test the effectiveness and teaching ability of the proposed curriculum material. Pre-test and post-test results were compared for the purpose of evaluation. There was a significant difference in performance between the pre-test and post-test. The fact that post-test performance was higher than pre test performance indicated that the proposed curriculum material was effective and teachable.

The above-mentioned studies of Bayle and Benigno is similar in nature with the present study with regards in validation the instructional Material as regards to its usability, adequacy, clarity and relevance. The purpose of the Espanol (2016) study was to validate the developed Grade 7 Mathematics workbook. According to the findings, the mathematics workbook is highly effective in terms of objectives, content, presentation, and evaluation. The mathematics workbook has a high level of acceptability in terms of usability, consistency, adaptability, appropriateness, and aesthetic value. The study of Espanol is like the present study in terms of getting the mean level of acceptability of the developed integrated based-learning module in ICT.

During the 1999-2000 school year, Natividad (2000) developed and validated modules in integers and algebraic expression for first-year students in the Quirino High School District of Quezon City. Because the study involved 100 students from the experimental and control groups, the students in the experimental group outperformed those in the control group. In some ways, the Natividad study is relevant to the current study. The former aimed to develop instructional material, specifically modules, to improve student performance, which is also the goal of the current study. It differs in that the current study evaluated already created modules.

Reniva (2014) conducted research on the effectiveness of the Araling Panlipunan Module in Grade 8 students. According to her research, there is a minor difference in teaching traditional and modular approaches. She also stated that the teacher's input is critical in conducting the assessment. Rio (2014) created a Switching Logic Training Module as instructional material for teaching Bachelor of Technology students in subjects such as Industrial Design Process and Control, Industrial Electronics, and Industrial Motor Control. Based on the study's findings, the developed training module is also appropriate for use by students enrolled in BT and BS Engineering courses majoring in electrical technology, and it can be used as an effective instructional material in completing competency-based subjects.

Sadsad (2000) discovered a high significant relationship between the assessments of the pilot and non-pilot science teachers as to the level of validity and acceptability of the resource book in terms of contents, organization of topics, utility, mechanic, or language used, appropriateness of presentation, illustration, pedagogical approaches, and physical makeup in a study on the validity of the resource book in Science and Technology I in the Division of Quezon City.

Similarly, Zhbanova (2010) conducted a study that compared integrated lessons to traditional single subject lessons. One finding from this study demonstrates the academic benefits of integration when students were asked to create an African mask based on the social studies unit they were studying. Students in the study had to use what they learned in class about cultural and social aspects of an African tribe to create an accurate representation of a mask.

According to Alter (2009), integrating the arts with core subjects improves learning by allowing students to make personal connections, interdisciplinary connections, and use complexity and decision-making skills in the classroom. This study also examines teacher collaboration as they begin to integrate content areas with other content areas, as well as how teachers can use one another to generate ideas for making the most of time and teaching content.

According to Preece (2010), usability measures include error rates, productivity, user satisfaction, and others. The list is not exhaustive, but it is meant to serve as a jumping-off point for research on this important topic, which will lead to the development of metrics. It is best to use multiple measures and triangulate with qualitative data, particularly from ethnographic studies, to avoid creating false

impressions.

The above study is like the current study because there is a strong need for a tool for instructional material for teaching Information and Communications Technology. This material should also be tested for usability to conduct a thorough examination of the contents.

According to Hung's (2015) research, a well-designed cognitive tutor system, for example, can provide appropriate learning environments with cognitive supports (i.e. scaffolding) for students to improve their procedural knowledge. The goal of this study was to run a series of usability tests on a dialogue-based design framework for domain knowledge presentation and see how it can be used to actively engage learners in learning about research methods. During the development of the tutoring system, three formal usability assessments and an instructor adaptation assessment were carried out. Each usability assessment used a variety of data collection methods to ensure thorough coverage of findings. The findings revealed that the dialogue metaphor enabled the system and users to receive natural and participatory instructions. Feedback prompts or hints, as well as support resources, provided opportunities for learning during the problem-solving process. Future research to expand usability assessment support is also discussed.

The acceptability of the Under-chassis Learning Module is assessed using various criteria revealed by various studies.

Bucjan (2011) focused on the Development and Validation of Modules in English 2: Writing in the Discipline in his paper. The modules aimed at improving the learners' basic organizational, judgmental, and mechanical writing skills were extremely beneficial, and the tandem of teaching and learning was evident, allowing the students to work independently on the modules and assignments required for their academic pursuits. For the pool of experts, instructors, and students in the study, a content validated feedback questionnaire was used. According to the Johnson Model, the study went through four phases of material development of students as they follow the writing process while performing written tasks: design phase, development phase, field-try out phase, and evaluation phase. The study's findings revealed that the contents; activities and techniques used in the modules were varied, allowing students to work independently and creatively; the overall assessment of the pool of experts, instructors, and students revealed that the modules were appropriate to the students' level and needs; and these conclusions were drawn: the varied activities and techniques used in the create were very relevant and very useful for use in the class. The format, contents and organization of the modules were generally commendable as perceived by the three-group of evaluators.

Vargas (2009) provided some pointers for getting started with module development. Start developing the content, decide what learning activities and self-assessment you need to include in the module, consider enhancing the module with media such as charts, graphs, maps, still images, animation, or videos, and translate the paper vision into computer. This demonstrated that the evaluators believed the module was very valuable to the course, which stimulated students' learning experiences.

According to Larawan (2013), learning interventions in business management education should not just make vague promises. The researcher used expert jurors and student-users to determine the acceptability of teacher-designed programmed modules in Production Management for classroom learning in his study. The modules incorporated key elements of mastery learning as well as proven effective teaching practices. Students were given an orientation about the learning intervention after the researcher developed it, which they evaluated after using. The modules were also
evaluated quantitatively and qualitatively by the jurors, who are recognized experts in the field. According to the findings, the modules were generally very satisfactory in terms of physical aspects, objectives, instructions, learning, and evaluate instrument using separate and combined evaluations of the two groups of evaluators. This demonstrated that they were appropriate as a learning intervention. The evaluation paved the way for the creation of a self-learning kit tailored to the peculiarities of individual learners.

Celestra (2007) conducted a study that developed a module in terms of content, objectives, and presentation. The researcher also agreed with their recommendation to use modules as a replacement for a lack of textbooks. Furthermore, the researcher made use of experimental and control methods. group

in the conduct of researchers that a validated module created by a teacher The module should be designed based on the student's level of understanding and validation.

According to Hibek (2016), due to a lack of reference material in Technology and Livelihood Education, particularly in clothing, students were required to copy what the teacher wrote on the board. The students reasoned that they were not developed. The module will assist students in learning on their own. They would gradually learn how to drop the pattern of a blouse with a round neck without the teacher's supervision. The module will be very useful to teachers because it will allow them to discover more efficient methods for drafting blouses with round necks.

Ramos (2014) conducted a study titled "Development and Validation of a Prototype Instructional Material in Reading for Grade V Pupils" with two groups of respondents, namely 100 grade V pupils from selected public elementary schools in Pila, Laguna, and 60 English (reading) teachers with three years or more of teaching experience. According to the study's findings, the developed prototype reading instructional material in English was clearly acceptable and reliable in terms of content, skill, and appropriateness.

Dechavez (2013) in his study “Development and Acceptability of a Rap Song as Instructional Material in Selected Topic in Health “showed the result of evaluation of the respondent in terms of authenticity got an average mean of 2.86 and verbally interpreted as “Strongly Agree”. The evaluators agreed on the uniqueness of his study among other forms of musical learning Material, they also said that the study of Dechavez provided both authentic and alternative assessment measures that would appraise the amount of learning on the ideas and concepts presented.

Espique (2016) showed that the originality of presentation as evaluated by the respondents got an average weighted mean of 3.54 and verbally interpreted as strongly acceptable. It was also stated that the having an authentic learning material should be unique compared to the other learning material.

Apolo (2016) stated that authenticity refers to the quality of the activities being unique or different from other material. She used authenticity as one of the criteria to be evaluated by the respondents, and as a result by the evaluation. It got an average weighted mean of 3.92 and verbally interpreted as strongly acceptable.

Veluz (2012) stated that authenticity as one of the criteria used her study, got an weighted mean of 3.90 and verbally interpreted as strongly acceptable. She also stated that after her study, the pupils understood and accepted that the comics in learning Science and Health and the teacher connoted that they were able to accumulate and perceive the use of comics as an educational tool or instructional learning material in teaching science and health. It also discussed on her study having a unique design for learning that made the teaching -learning process enjoyable.

As cited on the study of Lingatong (2017), Estelloso (2016) presents a study entitled “Development and Evaluation of the Instructional Module of the selected topics in Physics to the hearing-Impaired students conducted to the different group of respondents, rated the components and characteristics of module were extremely acceptable. Babayon (2015) in the study entitled “Evaluation of Developed Modules in Arts and Crafts for Intermediate Elementary Pupils” has gained high acceptability from the respondents of the study.

All the citations from related studies assisted the researcher in proving that the component parts and learning material characteristics were important in other studies. The evidence mentioned above would be the evidence that would support the result being firm. The current study also focused on developing instructional material to assist teachers in their role as facilitators of the learning and teaching process.

METHODOLOGY

This chapter presented the discussion and details of the process to be used as basis for the researcher to carry out his investigate efforts in applying the appropriate design, respondents of the study, research procedures and statistical treatment of data.

Research Design

The descriptive method of research was used in conducting the study to determine the effectiveness and accuracy of the study entitled HOT-QS Based Learning Material: An input to enhance the Higher Order

Thinking Skills (HOTS) of grade 8 learners. According to Polit and Hungler (1999), descriptive research involves the collection of data that provides an account or description of individuals, groups, or situations. Descriptive studies include questionnaires, interviews, and observation (checklists).

With the above statements, the researcher considered most appropriately to use the Descriptive method since the main purpose of the study is to evaluate the learning material in English which requires to develop knowledge and competency among students.

The Pre-Test and Post Test assessment was used to measure the performance of the students using the HOT-QS Based Learning Material: An input to enhance the reading comprehension of grade 8 learners. The design was used to assess the relationship between and between two or more variables.

Respondents of the Study

The study was about the development of HOT-QS Based Learning Material: An input to enhance the HOTS of grade 8 learners. Learners were used as respondents of the study. There were five validator teachers who were chosen based on their knowledge and expertise on the study's subject matter and content. While the student respondents of the study were limited only to one section belonging to average level which was composed of forty-five (45) Grade 8 learners of Liliw National High School for school year 2022-2023. They were chosen to evaluate and use the developed learning material because it was intended to measure the learning competencies of the learners, and the researcher has chosen this section due to time constraints and resources because the learning material covers the intended competencies in addressing learning gaps of literacy, particularly in the reading comprehension of learners.

Research Instruments

A questionnaire checklist was utilized to assess the developed Module. There were set of checklists employed in the research instruments. A questionnaire corresponds to the components and overall features and the developed learning material in improving the reading comprehension of grade 8 learners.

The researcher presented the questionnaire to English Teachers and Heads who were experts in the field of professional education for testing and validation.

Copies of the questionnaire and the developed learning Material was distributed to the (5) five teacher's respondents were given the questionnaires to evaluate and attest to the effectiveness of the learning material. The English teacher used the develop HOT-QS based learning material for reading comprehension.

The respondents asked to rate and item the given scale for the Part I and Part II of the questionnaires. **Research Procedure**

The researcher focused on the evaluation and effectiveness of the Developed HOT-QS based learning material to improve the reading comprehension of Grade 8 learners. The researcher explained the components and overall features of the learning material. It focused more on the development of reading comprehension of Grade 8 learners with the use of HOT-QS based learning material.

The researcher has prepared the learning material for evaluation and validation of the content to the expert for critiquing and technical assistance. Asking permission to the school principal was evident to gather the relevant data, the researcher used the descriptive method of research with a self-made questionnaire as the main instrument that consisted of two parts. The first part was about the components of the learning material and the second part was about the overall features of the learning material.

The researcher asked permission from the school principal to conduct a survey in Liliw National High School in the Liliw Sub-Office. The questionnaire was personally distributed by the researcher and the respondents were provided ample time for them to study and answer the formulated questions. The questionnaires were retrieved for tabulation, interpretation, and analysis. After administering the survey questionnaires, the researcher asked permission to the school principal to ask teachers in English subject to use the learning material to improve the reading comprehension of Grade 8 learners. After the approval, the researcher reproduced the copies of learning material for the learner's respondents to evaluate and attest the effectiveness of the learning material. After the teaching process in the

implementation of the study during the third quarter the researcher has started to gather the needed data for tabulation and analysis. The researcher made the data matrix of the scores to be submitted to the statistician for the analysis and interpretation of data of the study. Then after the analysis of results the researcher accomplished the last two chapters of the study then did the final defense of the study. The English teachers used the developed learning material in teaching, the researcher gathered the pre-test and post test scores both in written and skills test the results were looked for the difference of the tests and interpreted it based on the findings of the study.

Statistical Treatment of Data

To answer the problem in the study, the following statistical tools were used to treat the data gathered. To measure the mean level of acceptability of the HOT-QS based learning material for Grade 8 learners with regards to the objectives, content, process, and evaluation standard deviation was used. While, in measuring the mean level of acceptability of the HOT-QS based learning material for Grade 8 learners with regards to the adaptability, aesthetic value, content validity, and usability standard deviation was used. In addition to that, to determine the mean performance score of the pre-test and post test scores of the respondents, frequency distribution was used. To determine the relationship between the perception of the respondents in the developed learning material and the pre test and post-test scores, Pearson Product-Moment Correlation (Pearson r) was used. To determine the significant difference of the pre-test and post-test scores, paired t-test was used. To determine the significant effect of the develop HOT-QS based learning material on the reading comprehension of Grade 8 learners, paired t-test was used.

RESULT AND DISCUSSION

Table 1. Results of the pre-test scores of the respondents in the HOT-QS Based Learning Material

HOTS **Pre-test** **Remark Verbal Interpretation Mean SD**

Recognizing 7.31 1.83 Outstanding Closely Mastered Recalling 7.73 1.83 Outstanding Closely Mastered Comparing 6.73 1.60 Outstanding Closely Mastered Explaining 5.38 2.15 Passed Average Mastery Concluding 4.91 2.39 Passed Average Mastery Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

8.61 - 10.00 Excellent Mastered 6.61 - 8.60 Outstanding Closely Mastered 4.61 - 6.60 Passed Average Mastery 2.81 - 4.60 Poor Low Mastery 1.00 - 2.80 Failed No Mastery

Table 1 shows the results of the pre-test scores in the HOT-QS based learning material. It is revealed that in terms of recognizing in the pre-test it is closely mastered with (M=7.31, SD=1.83), while in recalling it has (M=7.73, SD=1.83), in comparing as other skills got (M=6.73, SD=1.60) and they got an outstanding remark. In explaining (M=5.38, SD=2.15) and concluding (M=4.91, SD=2.39) both got a passed remark and with an average mastery.

It clearly shows that the result of the pre-test is somewhat closely mastered, and the two skills are average skills and need to look for some intervention and the present study is timely to improve the different skills. Explaining and concluding is somehow difficult for them, and it needs to improve these skills and most of the respondents got low scores particularly in the last two skills in the conduct of their pre-test.

Table 2. Results of the post-test scores of the respondents in the HOT-QS Based Learning Material **HOTS** **Post test** **Remark Verbal Interpretation** **Mean SD** Recognizing 9.16 1.24 Excellent Mastered Recalling 9.22 1.13 Excellent Mastered Comparing 8.44 1.29 Outstanding Closely Mastered Explaining 8.02 1.90 Outstanding Closely Mastered Concluding 6.96 2.13 Outstanding Closely Mastered Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

8.61 - 10.00 Excellent Mastered 6.61 - 8.60 Outstanding Closely Mastered 4.61 - 6.60 Passed Average Mastery 2.81 - 4.60 Poor Low Mastery 1.00 - 2.80 Failed No Mastery

Table 2 shows the results of the post-test scores of the respondents using the HOT-QS based learning material. It is clearly seen that the respondents mastered the recognizing skills showing the result of (M=9.16, SD=1.24) in the recalling skills with (M=9.22, SD=1.13) with mastered verbal interpretation. The three remaining skills got closely mastered the comparing, (M=8.44, SD=1.29) explaining

(M=8.02, SD=1.90), another skill is concluding (M=6.96, SD=2.13). It is clearly shown that the result of the post-test revealed that the use of HOT-QS based learning material is effective.

Table 3. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Objectives Indicators Mean SD Verbal Interpretation

1. is designed appropriately for the attainment of the course objectives. 4.98 0.15 Highly Acceptable 2. is clear and suitable for the target learners and learning context. 4.91 0.29 Highly Acceptable 3.is consistent with the course objectives. 5.00 0.00 Highly Acceptable 4.describes outcomes that are measurable. 5.00 0.00 Highly Acceptable 5.explains expectations for student behavior, performance or understanding. 4.96 0.21 Highly Acceptable 6.is clear and concise to the purpose of the research. 4.93 0.25 Highly Acceptable 7.attains the main purpose of the content. 4.84 0.37 Highly Acceptable 8.simple and purposive to the level of the learners. 4.98 0.15 Highly Acceptable 9.is able to address the needs of learners. 4.96 0.21 Highly Acceptable 10.is doable and self-explanatory to understand. 4.91 0.29 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.95 0.09 Highly Acceptable Legend:

Range	Remark	Verbal Interpretation	Range	Remark	Verbal Interpretation
4.21 - 5.00	Strongly Agree	Highly Acceptable	3.41 - 4.20	Agree	Acceptable
2.61 - 3.40	Moderately Agree	Moderately Acceptable	1.81 - 2.60	Disagree	Less Acceptable
1.00 - 1.80	Strongly Disagree	Not acceptable			

Table 3 presents the level of acceptability of the components of the HOT-QS based learning material as to objectives. The students strongly agree that the learning material designed appropriately for the attainment of the course objectives (M=4.98, SD=0.15), they also see clear and suitable for the target learners and learning context (M=4.91, SD=0.29) and is consistent with the course objectives (M=5.00, SD=0.00) it is also describes outcomes that are measurable (M=5.00, SD=0.00) and it explains expectations for student behavior, performance or understanding (M=4.96, SD=0.21) They added that it is clear and concise to the purpose of the research (M=4.93, SD=0.29) it attains the main purpose of the content (M=4.84, SD=0.37) they added that it is simple and purposive to the level of the learners (M-4.98, SD=0.15) it is able to address the needs of learners (M=4.96, SD=0.21) lastly it is doable and self explanatory to understand (M=4.91, SD=0.29)

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to objectives. The overall (W.M.= 4.95, SD= 0.09) Showed Highly Acceptable in terms of objectives.

Table 4. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Content Indicators Mean SD Verbal Interpretation

1. is valuable to the course which stimulated students' learning experiences. 5.00 0.00 Highly Acceptable 2. expresses clearly the fundamental concepts and principles. 4.98 0.15 Highly Acceptable 3. focuses on the terms that learners move from concept to application. 4.96 0.21 Highly Acceptable 4. presents information in-depth comprehensive and strongly adhered to the theme. 4.87 0.34 Highly Acceptable 5. has educationally significant concepts, models, or skills in learning discipline. 4.98 0.15 Highly Acceptable 6. follows the standard and related to the content of the material. 4.98 0.15 Highly Acceptable 7. is clear for the learners. 4.93 0.25 Highly Acceptable 8. has self-directed instructions in the given activities. 4.89 0.32 Highly Acceptable 9. has simple language used for self-directed instructions. 4.98 0.15 Highly Acceptable 10. has simple terminologies and clear instructions. 5.00 0.00 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.96 0.08 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

4.21 - 5.00	Strongly Agree	Highly Acceptable	3.41 - 4.20	Agree	Acceptable
2.61 - 3.40	Moderately Agree	Moderately Acceptable	1.81 - 2.60	Disagree	Less Acceptable
1.00 - 1.80	Strongly Disagree	Not acceptable			

Table 4 presents the level of acceptability of the components of the HOT-QS based learning material as to content. It is strongly agree that the learning material in terms of content is valuable to the course which stimulated students' learning experiences (M=5.00, SD=0.00) They expresses clearly the fundamental concepts and principles (M=4.98, SD=0.15) another it focuses on the terms that learners

move from concept to application (M=4.96, SD=0.21) they added that it presents information in-depth comprehensive and strongly adhered to the theme (M=4.87, SD=0.34). It has educationally significant concepts, models, or skills in learning discipline (M=4.98, SD=0.15) It also follows the standard and related to the content of the material (M=4.98, SD=0.15) it is strongly agree that it is clear for the learners (M=4.93, SD=0.25) and it has self-directed instructions in the given activities (M=4.89, SD=0.32) they added that it has simple language used for self-directed instructions (M=4.98, SD=0.15) Lastly, it is strongly agree that it has simple terminologies and clear instructions (M=5.00, SD=0.00).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to content. The overall (W.M.= 4.96, SD= 0.08) Showed Highly Acceptable in terms of content. This means that students learned well if the content is valuable to the course which stimulated students' learning experiences. **Table 5. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Process Indicators Mean SD Verbal Interpretation**

1. focuses on the stated behavioral objectives. 4.82 0.39 Highly Acceptable 2. organizes task to provide frequent opportunities for students to increase their skill level. 5.00 0.00 Highly Acceptable 3. provides students with a sense of responsibility in doing the given activities. 4.98 0.15 Highly Acceptable 4. gives tasks that are challenging and attainable in specific time. 4.98 0.15 Highly Acceptable 5. states the task and directions clearly. 4.93 0.33 Highly Acceptable 6. has self-instructional directions. 4.89 0.32 Highly Acceptable 7. has activities that are fit and related to the content. 4.98 0.15 Highly Acceptable 8. has attainable and self-guided activities. 4.91 0.29 Highly Acceptable 9. has appropriate questions on each activity. 4.93 0.25 Highly Acceptable 10. is easy to answer and the graphics are clear. 4.93 0.25 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.94 0.09 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 5 presents the level of acceptability of the components of the HOT-QS based learning material as to process. Students' strongly agree that it focuses on the stated behavioral objectives (M=4.82, SD=0.39) and they organizes task to provide frequent opportunities for students to increase their skill level (M=5.00, SD=0.00) it also provides students with a sense of responsibility in doing the given activities (M=4.98, SD=0.15) they strongly agree that it gives tasks that are challenging and attainable in specific time (M=4.98. SD=0.15) it states the task and directions clearly (M=4.93, SD=0.33) it has self-instructional directions (M=4.89, SD=0.32), while it has activities that are fit and related to the content (M=4.98, 0.15) they added also that it has attainable and self-guided activities (M=4.91, SD=0.29) it has appropriate questions on each activity (M=4.93, SD=0.25) it is strongly agree that it is easy to answer and the graphics are clear (M=4.93, SD=0.25).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to process. The overall (W.M.= 4.94, SD= 0.09) Showed Highly Acceptable in terms of process. Students organizes task to provide frequent opportunities for students to increase their skill level.

Table 6. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Evaluation

Indicators Mean SD Verbal Interpretation

1. uses activities that bring learners together that enable them to question what knowledge exists. 4.89 0.32 Highly Acceptable 2. can provide concrete steps and strategies to increase the learning effectiveness of students. 4.89 0.32 Highly Acceptable 3. can communicate with struggling students and help them take immediate action for improvement. 4.87 0.34 Highly Acceptable 4. modifies my course plan or lesson plan to suit the students' expectations and needs. 4.84 0.42 Highly Acceptable
5. achieves the same amount and standard of educational services where unnecessary educational activities are eliminated. 4.98 0.15 Highly Acceptable
6. has achievable and attainable activities. 4.96 0.21 Highly Acceptable 7. helps to assess the mastery level of learners. 4.93 0.25 Highly Acceptable 8. uses questions that are easy to understand and improves the learners' performance. 4.91 0.29 Highly Acceptable 9. can measure the learning achievement of the learners. 4.98 0.15 Highly Acceptable 10. can provide specific strategies to assess the learners' mastery level. 4.96 0.21 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.92 0.12 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 6 shows the level of acceptability of the components of the HOT-QS based learning material as to evaluation. Students strongly agree that it uses activities that bring learners together that enable them to question what knowledge exists (M=4.89, SD=0.32) and they can provide concrete steps and strategies to increase the learning effectiveness of students. (M=4.89, SD=0.32) it can communicate with struggling students and help them take immediate action for improvement (M=4.87, SD=0.34) they strongly agree that it modifies my course plan or lesson plan to suit the students' expectations and needs (M=4.84. SD=0.42) it achieves the same amount and standard of educational services where unnecessary educational activities are eliminated (M=4.98, SD=0.15), while it has achievable and attainable activities (M=4.96, 0.21) they added also that it helps to assess the mastery level of learners (M=4.93, SD=0.25) it uses questions that are easy to understand and improves the learners' performance (M=4.91, SD=0.29) it is strongly agree that it can measure the learning achievement of the learners. (M=4.93, SD=0.25) lastly it can provide specific strategies to assess the learners' mastery level (M=4.96, SD=0.21).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to evaluation. The overall (W.M.= 4.92, SD= 0.12) Showed Highly Acceptable in terms of evaluation. **Table 7. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Objectives Indicators Mean SD Verbal Interpretation**

1. is designed appropriately for the attainment of the course objectives. 5.00 0.00 Highly Acceptable 2. is clear and suitable for the target learners and learning context. 5.00 0.00 Highly Acceptable 3.is consistent with the course objectives. 4.80 0.45 Highly Acceptable 4.describes outcomes that are measurable. 5.00 0.00 Highly Acceptable 5.explains expectations for student behavior, performance or understanding. 4.60 0.55 Highly Acceptable 6.is clear and concise to the purpose of the research. 5.00 0.00 Highly Acceptable 7.attains the main purpose of the content. 4.80 0.45 Highly Acceptable 8.simple and purposive to the level of the learners. 4.80 0.45 Highly Acceptable 9.is able to address the needs of learners. 5.00 0.00 Highly Acceptable 10.is doable and self-explanatory to understand. 4.60 0.55 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.86 0.21 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 7 presents the level of acceptability of the components of the HOT-QS based learning material as to objectives. The teachers strongly agree that the learning material designed appropriately for the attainment of the course objectives (M=5.00, SD=0.00), they also see clear and suitable for the target learners and learning context (M=5.00, SD=0.00) and is consistent with the course objectives (M=4.80, SD=0.45) it is also describes outcomes that are measurable (M=5.00, SD=0.00) and it explains expectations for student behavior, performance or understanding (M=4.60, SD=0.55) They added that it is clear and concise to the purpose of the research (M=5.00, SD=0.00) it attains the main purpose of the content (M=4.80, SD=0.45) they added that it is simple and purposive to the level of the learners (M 4.80, SD=0.45) it is able to address the needs of learners (M=5.00, SD=0.00) lastly it is doable and self-explanatory to understand (M=4.60, SD=0.55)

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to objectives. The overall (W.M.= 4.86, SD= 0.21) Showed Highly Acceptable in terms of objectives.

Table 8. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Content Indicators Mean SD Verbal Interpretation

1. is valuable to the course which stimulated students' learning experiences. 5.00 0.00 Highly Acceptable 2. expresses clearly the fundamental concepts and principles. 4.80 0.45 Highly Acceptable 3. focuses on the terms that learners move from concept to application. 5.00 0.00 Highly Acceptable 4. presents information in-depth comprehensive and strongly adhered to the theme. 4.60 0.55 Highly Acceptable 5. has educationally significant concepts, models, or skills in learning discipline. 5.00 0.00 Highly Acceptable 6. follows the standard and related to the content of the material. 5.00 0.00 Highly Acceptable 7. is clear for the learners. 5.00 0.00 Highly Acceptable 8. has self-directed instructions in the given activities. 4.40 0.55 Highly Acceptable 9. has simple language used for self-directed

instructions. 4.80 0.45 Highly Acceptable 10. has simple terminologies and clear instructions. 4.60 0.55 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.82 0.18 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

Range Remark Verbal Interpretation

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 8 presents the level of acceptability of the components of the HOT-QS based learning material as to content. It is strongly agree that the learning material in terms of content is valuable to the course which stimulated students' learning experiences (M=5.00, SD=0.00) They expresses clearly the fundamental concepts and principles (M=4.80, SD=0.45) another it focuses on the terms that learners move from concept to application (M=5.00, SD=0.00) they added that it presents information in-depth comprehensive and strongly adhered to the theme (M=4.60, SD=0.55) It has educationally significant concepts, models, or skills in learning discipline (M=5.00, SD=0.00) It also follows the standard and related to the content of the material (M=5.00, SD=0.00) it is strongly agree that it is clear for the learners (M=5.00, SD=0.00) and it has self-directed instructions in the given activities (M=4.40, SD=0.55) they added that it has simple language used for self-directed instructions (M=4.80, SD=0.45) Lastly, it is strongly agree that it has simple terminologies and clear instructions (M=4.60, SD=0.55).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to content. The overall (W.M.= 4.82, SD= 0.18) showed Highly Acceptable in terms of content.

Table 9. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Process

Indicators Mean SD Verbal Interpretation

1. focuses on the stated behavioral objectives. 5.00 0.00 Highly Acceptable 2. organizes task to provide frequent opportunities for students to increase their skill level. 5.00 0.00 Highly Acceptable 3. provides students with a sense of responsibility in doing the given activities. 4.80 0.45 Highly Acceptable 4. gives tasks that are challenging and attainable in specific time. 4.80 0.45 Highly Acceptable 5. states the task and directions clearly. 4.60 0.55 Highly Acceptable 6. has self-instructional directions. 4.60 0.55 Highly Acceptable 7. has activities that are fit and related to the content. 5.00 0.00 Highly Acceptable 8. has attainable and self-guided activities. 4.80 0.45 Highly Acceptable 9. has appropriate questions on each activity. 5.00 0.00 Highly Acceptable 10. is easy to answer and the graphics are clear. 4.80 0.45 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.84 0.25 Highly Acceptable Legend:

Range Remark Verbal Interpretation

Range Remark Verbal Interpretation

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 9 presents the level of acceptability of the components of the HOT-QS based learning material as to process. Teachers strongly agree that it focuses on the stated behavioral objectives (M=5.00, SD=0.00) and they organizes task to provide frequent opportunities for students to increase their skill level (M=5.00, SD=0.00) it also provides students with a sense of responsibility in doing the given activities (M=4.80, SD=0.45) they strongly agree that it gives tasks that are challenging and attainable in specific time (M=4.80. SD=0.45) it states the task and directions clearly (M=4.60, SD=0.55) it has self-instructional directions (M=4.60, SD=0.55), while it has activities that are fit and related to the content (M=5.00, 0.00) they added also that it has attainable and self-guided activities (M=4.80, SD=0.45) it has appropriate questions on each activity (M=5.00, SD=0.00) it is strongly agree that it is easy to answer and the graphics are clear (M=4.80, SD=0.45).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to process. The overall (W.M.= 4.84, SD= 0.25) Showed Highly Acceptable in terms of process. **Table 10. Level of Acceptability of the Components of the HOT-QS Based Learning Material as to Evaluation Indicators Mean SD Verbal Interpretation**

1. uses activities that bring learners together that enable them to question what knowledge exists. 5.00 0.00 Highly Acceptable 2. can provide concrete steps and strategies to increase the learning effectiveness of students. 4.60 0.55 Highly Acceptable 3. can communicate with struggling students and help them take immediate action for improvement. 4.80 0.45 Highly Acceptable 4. modifies my course plan or lesson plan to suit the students' expectations and needs. 4.80 0.45 Highly Acceptable
5. achieves the same amount and standard of educational services where unnecessary educational activities are eliminated.

5.00 0.00 Highly Acceptable

6. has achievable and attainable activities. 5.00 0.00 Highly Acceptable 7. helps to assess the mastery level of learners. 5.00 0.00 Highly Acceptable 8. uses questions that are easy to understand and improves the learners' performance. 5.00 0.00 Highly Acceptable 9. can measure the learning achievement of the learners. 5.00 0.00 Highly Acceptable 10. can provide specific strategies to assess the learners' mastery level. 4.60 0.55 Highly Acceptable **Overall Weighted Mean and Standard Deviation 4.88 0.16 Highly Acceptable**

Legend:
Range Remark Verbal Interpretation 4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 10 presents the level of acceptability of the components of the HOT-QS based learning material as to evaluation. Teachers strongly agree that it uses activities that bring learners together that enable them to question what knowledge exists (M=5.00, SD=0.00) and they can provide concrete steps and strategies to increase the learning effectiveness of students. (M=4.60, SD=0.55) it can communicate with struggling students and help them take immediate action for improvement (M=4.80, SD=0.45). They strongly agree that it modifies my course plan or lesson plan to suit the students' expectations and needs (M=4.80. SD=0.45) it achieves the same amount and standard of educational services where unnecessary educational activities are eliminated (M=5.00, SD=0.00), while it has achievable and attainable activities (M=5.00, SD=0.00) they added also that it helps to assess the mastery level of learners (M=5.00, SD=0.00) it uses questions that are easy to understand and improves the learners' performance (M=5.00, SD=0.00) it is strongly agree that it can measure the learning achievement of the learners. (M=5.00, SD=0.00) lastly it can provide specific strategies to assess the learners' mastery level (M=4.60, SD=0.55).

The analyzed data reveals the level of acceptability of the components of the HOT-QS based learning material as to evaluation. The overall (W.M.= 4.88, SD= 0.16) Showed Highly Acceptable in terms of evaluation. **Table 11. Level of Acceptability of the Characteristics of the HOT-QSBased Learning Material as to Adaptability** **Indicators Mean SD Verbal Interpretation**

1. is adaptable to the needs, interest, and abilities of the learners. 5.00 0.00 Highly Acceptable 2. is suitable to use with less supervision to the students. 4.93 0.25 Highly Acceptable 3. can be mastered by different types of learners. 4.89 0.32 Highly Acceptable 4. is suited to the level of the learners' diversity. 4.96 0.21 Highly Acceptable 5. is adjustable to the learners. 4.98 0.15 Highly Acceptable 6.has the ability to respond with the instructions. 4.93 0.25 Highly Acceptable 7.has a variety of challenging tasks to different level. 4.98 0.15 Highly Acceptable 8.is appropriate for the learners' age, emotion, and social development. 4.96 0.21 Highly Acceptable 9. is diverse in terms of difficulty, reader appeal, and presentation of viewpoint. 4.96 0.21 Highly Acceptable 10. has competent strategies and tasks indicated in the material. 5.00 0.00 Highly Acceptable
Overall Weighted Mean and Standard Deviation 4.96 0.09 Highly Acceptable

Legend:
Range Remark Verbal Interpretation 4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 11 presents the level of acceptability of the characteristics of the HOT-QS based learning material as to adaptability. Students strongly agree that it is adaptable to the needs, interest, and abilities of the learners (M=5.00, SD=0.00) and it is suitable to use with less supervision to the students (M=4.93, SD=0.25) it can be mastered by different types of learners (M=4.89, SD=0.32) is suited to the level of the learners' diversity (M=4.96. SD=0.21) it is suited to the level of the learners' diversity (M=4.98, SD=0.15), while it has the ability to respond with the instructions (M=4.93, SD=0.25) they added also that it has a variety of challenging tasks to different level (M=4.98, SD=0.15) it is appropriate for the learners' age, emotion, and social development (M=4.96, SD=0.21) it is diverse in terms of difficulty, reader appeal, and presentation of viewpoint (M=4.96, SD=0.21) lastly it has competent strategies and tasks indicated in the material (M=5.00, SD=0.00).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to adaptability. The overall (W.M.= 4.96, SD= 0.09) Showed Highly Acceptable in terms of adaptability. **Table 12. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Aesthetic Value.**

Indicators Mean SD Verbal Interpretation

5.00 0.00 Highly Acceptable 2. presents pictures related to the given examples are clear and catchy. 5.00 0.00 Highly Acceptable 3. creates creativity of the lesson for better understanding. 4.93 0.25 Highly Acceptable 4. gives specific illustration for each topic and uses attractive pictures that are pleasing to the eye. 4.96 0.21 Highly Acceptable 5. has attractive cover design that attracts readers. 4.98 0.15 Highly Acceptable 6. provides pleasure through harmony, proportion, and unity. 5.00 0.00 Highly Acceptable 7. has appealing design as one way to influence learners. 4.98 0.15 Highly Acceptable 8. influences the learning outcomes through visual design. 5.00 0.00 Highly Acceptable 9.attracts the learners' attention and interests. 5.00 0.00 Highly Acceptable 10. has the characteristics thought to be dependent, and interactive. 4.98 0.15 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.98 0.05 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

Range	Remark Verbal Interpretation
4.21 - 5.00	Strongly Agree Highly Acceptable
3.41 - 4.20	Agree Acceptable
2.61 - 3.40	Moderately Agree Moderately Acceptable
1.81 - 2.60	Disagree Less Acceptable
1.00 - 1.80	Strongly Disagree Not acceptable

Table 12 presents the level of acceptability of the characteristics of the HOT-QS based learning material as to aesthetic value. Students strongly agree that it has appropriate pictures and graphics according to the content of the lesson (M=5.00, SD=0.00) and it presents pictures related to the given examples are clear and catchy (M=5.00, SD=0.00) it creates creativity of the lesson for better understanding (M=4.93, SD=0.25) it gives specific illustration for each topic and uses attractive pictures that are pleasing to the eye (M=4.96. SD=0.21) it has attractive cover design that attracts readers (M=4.98, SD=0.15), while it provides pleasure through harmony, proportion, and unity (M=5.00, SD=0.00) it has appealing design as one way to influence learners (M=4.98, SD=0.15) it influences the learning outcomes through visual design (M=5.00, SD=0.00) it attracts the learners' attention and interests (M=5.00, SD=0.00) lastly it has the characteristics thought to be dependent, and interactive (M=4.98, SD=0.15).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to aesthetic value. The overall (W.M.= 4.98, SD= 0.05) Showed Highly Acceptable in terms of aesthetic value. **Table 13. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Content Validity. Indicators Mean SD Verbal Interpretation**

1. contains accurate, current information and aligned in reading competency. 4.98 0.15 Highly Acceptable 2. expresses clearly the fundamental concepts and principles. 5.00 0.00 Highly Acceptable
3. focuses on the terms that learners move from concepts of knowledge to application of skills. 4.98 0.15 Highly Acceptable
4. provides clear idea about the topic. 5.00 0.00 Highly Acceptable 5. provides relevant instructions and guidelines. 4.98 0.15 Highly Acceptable 6. has subjective assessment of presentation and relevance to the topic. 5.00 0.00 Highly Acceptable
7. involves evaluating a new learning content to ensure that the content is clearly defined and purposive. 4.98 0.15 Highly Acceptable
8. gives opportunity in achieving the program objectives. 5.00 0.00 Highly Acceptable 9. is dynamic that allows for changes in achieving the objectives of the lesson. 4.98 0.15 Highly Acceptable 10. has attainable and purposive assessment that meets the standard. 4.96 0.21 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.98 0.04 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

Range	Remark Verbal Interpretation
4.21 - 5.00	Strongly Agree Highly Acceptable
3.41 - 4.20	Agree Acceptable
2.61 - 3.40	Moderately Agree Moderately Acceptable
1.81 - 2.60	Disagree Less Acceptable
1.00 - 1.80	Strongly Disagree Not acceptable

Table 13 shows the level of acceptability of the characteristics of the HOT-QSbased learning material as to content validity. Students strongly agree that it contains accurate, current information and aligned in reading competency (M=4.98, SD=0.15) and it clearly expresses the fundamental concepts and principles (M=5.00, SD=0.00) it focuses on the terms that learners move from concepts of knowledge to application of skills (M=4.98, SD=0.15) it provides clear idea about the topic (M=5.00. SD=0.00) provides relevant instructions and guidelines (M=4.98, SD=0.15) has subjective assessment of presentation and relevance to the topic (M=5.00, SD=0.00) it involves evaluating a new learning content to ensure that the content is clearly defined and purposive (M=4.98, SD=0.15) it gives opportunity in

achieving the program objectives (M=5.00, SD=0.00) it is dynamic that allows for changes in achieving the objectives of the lesson (M=4.98, SD=0.15), while it has attainable and purposive assessment that meets the standard (M=4.96, SD=0.21).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to content validity. The overall (W.M.= 4.98, SD= 0.04) Showed Highly Acceptable in terms of content validity. **Table 14. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Reliability.** **Indicators Mean SD Verbal Interpretation**

1. helps achieve the learning outcomes. 4.98 0.15 Highly Acceptable 2. allows learners to experience creativity in reading and in accomplishing other tasks. 4.98 0.15 Highly Acceptable 3. can be integrated into a particular syllabus or competency as supplementary material. 5.00 0.00 Highly Acceptable 4. encourages to develop skills which will be useful for future career. 4.98 0.15 Highly Acceptable 5. enhances students' creativity and work values. 4.96 0.21 Highly Acceptable 6. has stability and consistency in measuring certain concepts. 4.91 0.29 Highly Acceptable
7. increases collaboration in editing and revising any question on the assessment for improvement. 4.89 0.32 Highly Acceptable
8. is cost efficient in reproducing the material. 4.98 0.15 Highly Acceptable 9. develops learners' higher order thinking skills in answering the questions. 4.96 0.21 Highly Acceptable 10. has simple instructions with attainable target on time on task activities. 4.93 0.25 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.96 0.08 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 14 shows the level of acceptability of the characteristics of the HOT-QS based learning material as to reliability. Students strongly agree that it helps achieve the learning outcomes (M=4.98, SD=0.15) and it allows learners to experience creativity in reading and in accomplishing other tasks (M=4.98, SD=0.15) it can be integrated into a particular syllabus or competency as supplementary material (M=5.00, SD=0.00) it encourages to develop skills which will be useful for future career (M=4.98. SD=0.15). In addition, enhances students' creativity and work values (M=4.96, SD=0.21) it has stability and consistency in measuring certain concepts (M=4.91, SD=0.29). It increases collaboration in editing and revising any question on the assessment for improvement (M=4.89, SD=0.32) it is cost efficient in reproducing the material (M=4.98, SD=0.15) develops learners' higher order thinking skills in answering the questions
(M=4.96, SD=0.21), while it has simple instructions with attainable target on time on task activities (M=4.93, SD=0.25). The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to reliability. The overall (W.M.= 4.96, SD= 0.04) Showed Highly Acceptable in terms of reliability. **Table 15. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Usability.** **Indicators Mean SD Verbal Interpretation**

1. increases the knowledge of learners in reading and useful in daily communications. 4.98 0.15 Highly Acceptable 2. helps learners to use their imaginations for wider knowledge of comprehension. 4.96 0.21 Highly Acceptable 3. can be used with a particular syllabus or competency as supplementary material. 4.96 0.21 Highly Acceptable 4. helps to use the skills gained and useful for the next higher level. 5.00 0.00 Highly Acceptable 5. is easy to use and appropriate to the level of learners. 4.96 0.21 Highly Acceptable 6. develops learner's thinking ability in answering questions. 5.00 0.00 Highly Acceptable 7. improves the reasoning skills and ability of the learners to formulate solutions. 4.96 0.21 Highly Acceptable 8. increases the imaginary concept of learners in reading and come up with solutions. 4.96 0.21 Highly Acceptable 9. develops the emotional and conceptual skills of the learners. 4.93 0.25 Highly Acceptable 10. instill in the minds of the readers the different concepts and lessons in the material. 5.00 0.00 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.97 0.05 Highly Acceptable

Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation** 4.21 - 5.00 Strongly Agree Highly Acceptable 1.81 - 2.60 Disagree Less Acceptable
3.41 - 4.20 Agree Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable
2.61 - 3.40 Moderately Agree Moderately Acceptable

Table 15 shows the level of acceptability of the characteristics of the HOT-QS based learning material as to usability. Students strongly agree that it increases the knowledge of learners in reading and useful in daily communications (M=4.98, SD=0.15) and it helps learners to use their imaginations for wider knowledge of comprehension (M=4.96, SD=0.21) it can be used with a particular syllabus or

competency as supplementary material (M=4.96, SD=0.21) it helps to use the skills gained and useful for the next higher level (M=5.00. SD=0.00) it is easy to use and appropriate to the level of learners (M=4.96, SD=0.21) it develops learner's thinking ability in answering questions (M=5.00, SD=0.00) it improves the reasoning skills and ability of the learners to formulate solutions (M=4.96, SD=0.21) it increases the imaginary concept of learners in reading and come up with solutions (M=4.96, SD=0.21) develops learners' higher order thinking skills in answering the questions develops the emotional and conceptual skills of the learners (M=4.93, SD=0.25), while it instill in the minds of the readers the different concepts and lessons in the material (M=5.00, SD=0.00).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to usability. The overall (W.M.= 4.97, SD= 0.05) Showed Highly Acceptable in terms of usability. **Table 16. Level of Acceptability of the Characteristics of the HOT-QSBased Learning Material as to Adaptability** **Indicators Mean SD Verbal Interpretation**

1. is adaptable to the needs, interest, and abilities of the learners. 5.00 0.00 Highly Acceptable 2. is suitable to use with less supervision to the students. 4.80 0.45 Highly Acceptable 3. can be mastered by different types of learners. 4.20 0.84 Highly Acceptable 4. is suited to the level of the learners' diversity. 4.60 0.55 Highly Acceptable 5. is adjustable to the learners. 4.80 0.45 Highly Acceptable 6.has the ability to respond with the instructions. 4.80 0.45 Highly Acceptable 7.has a variety of challenging tasks to different level. 5.00 0.00 Highly Acceptable 8.s appropriate for the learners' age, emotion, and social development. 4.80 0.45 Highly Acceptable 9. is diverse in terms of difficulty, reader appeal, and presentation of viewpoint. 4.60 0.89 Highly Acceptable 10. has competent strategies and tasks indicated in the material. 4.60 0.55 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.72 0.41 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 16 presents the level of acceptability of the characteristics of the HOT-QS based learning material as to adaptability. Teachers' strongly agree that it is adaptable to the needs, interest, and abilities of the learners (M=5.00, SD=0.00) and it is suitable to use with less supervision to the students (M=4.80, SD=0.45) it can be mastered by different types of learners (M=4.20, SD=0.84) is suited to the level of the learners' diversity (M=4.60. SD=0.55) it is suited to the level of the learners' diversity (M=4.80, SD=0.45), while it has the ability to respond with the instructions (M=4.80, SD=0.45) they added also that it has a variety of challenging tasks to different level (M=5.00, SD=0.00) it is appropriate for the learners' age, emotion, and social development (M=4.80, SD=0.45) it is diverse in terms of difficulty, reader appeal, and presentation of viewpoint (M=4.60, SD=0.89) lastly it has competent strategies and tasks indicated in the material (M=4.60, SD=0.55).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to adaptability. The overall (W.M.= 4.72, SD= 0.41) Showed Highly Acceptable in terms of adaptability. **Table 17. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Aesthetic Value.**

Indicators Mean SD Verbal Interpretation

1. has appropriate pictures and graphics according to the content of the lesson. 4.80 0.45 Highly Acceptable 2. presents pictures related to the given examples are clear and catchy. 4.80 0.45 Highly Acceptable 3. creates creativity of the lesson for better understanding. 4.80 0.45 Highly Acceptable 4. gives specific illustration for each topic and uses attractive pictures that are pleasing to the eye. 5.00 0.00 Highly Acceptable 5. has attractive cover design that attracts readers. 5.00 0.00 Highly Acceptable 6. provides pleasure through harmony, proportion, and unity. 4.60 0.55 Highly Acceptable 7. has appealing design as one way to influence learners. 5.00 0.00 Highly Acceptable 8. influences the learning outcomes through visual design. 5.00 0.00 Highly Acceptable 9.attracts the learners' attention and interests. 5.00 0.00 Highly Acceptable 10. has the characteristics thought to be dependent, and interactive. 5.00 0.00 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.90 0.17 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately

Acceptable Strongly Disagree Not acceptable
1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80

Table 17 presents the level of acceptability of the characteristics of the HOT-QS based learning material as to aesthetic value. Teachers strongly agree that it has appropriate pictures and graphics according to the content of the lesson (M=4.80, SD=0.45) and it presents pictures related to the given examples are clear and catchy (M=4.80, SD=0.45) it creates creativity of the lesson for better understanding (M=4.80, SD=0.45) it gives specific illustration for each topic and uses attractive pictures that are pleasing to the eye (M=5.00, SD=0.00) it has attractive cover design that attracts readers (M=5.00 SD=0.00), while it provides pleasure through harmony, proportion, and unity (M=4.60, SD=0.55) it has appealing design as one way to influence learners (M=5.00, SD=0.00) it influences the learning outcomes through visual design (M=5.00, SD=0.00) it attracts the learners' attention and interests (M=5.00, SD=0.00) lastly it has the characteristics thought to be dependent, and interactive (M=5.00, SD=0.00). It is revealed that it is highly acceptable.

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to aesthetic value. The overall (W.M.= 4.90, SD= 0.17) Showed Highly Acceptable in terms of aesthetic value. **Table 18. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Content Validity. Indicators Mean SD Verbal Interpretation**

1. contains accurate, current information and aligned in reading competency. 5.00 0.00 Highly Acceptable 2. expresses clearly the fundamental concepts and principles. 5.00 0.00 Highly Acceptable
3. focuses on the terms that learners move from concepts of knowledge to application of skills. 4.60 0.55 Highly Acceptable
4. provides clear idea about the topic. 4.80 0.45 Highly Acceptable 5. provides relevant instructions and guidelines. 4.80 0.45 Highly Acceptable 6. has subjective assessment of presentation and relevance to the topic. 5.00 0.00 Highly Acceptable
7. involves evaluating a new learning content to ensure that the content is clearly defined and purposive. 4.60 0.55 Highly Acceptable
8. gives opportunity in achieving the program objectives. 5.00 0.00 Highly Acceptable 9. is dynamic that allows for changes in achieving the objectives of the lesson. 5.00 0.00 Highly Acceptable 10. has attainable and purposive assessment that meets the standard. 4.60 0.55 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.84 0.21 Highly Acceptable Legend: **Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 18 shows the level of acceptability of the characteristics of the HOT-QS based learning material as to content validity. Teachers strongly agree that it contains accurate, current information and aligned in reading competency (M=5.00, SD=0.00) and it clearly expresses the fundamental concepts and principles (M=5.00, SD=0.00) it focuses on the terms that learners move from concepts of knowledge to application of skills (M=4.60, SD=0.55) it provides clear idea about the topic (M=4.80. SD=0.45) provides relevant instructions and guidelines (M=4.80, SD=0.45) has subjective assessment of presentation and relevance to the topic (M=5.00, SD=0.00) it involves evaluating a new learning content to ensure that the content is clearly defined and purposive (M=4.60, SD=0.55) it gives opportunity in achieving the program objectives (M=5.00, SD=0.00) it is dynamic that allows for changes in achieving the objectives of the lesson (M=5.00, SD=0.00), while it has attainable and purposive assessment that meets the standard (M=4.60, SD=0.55).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to content validity. The overall (W.M.= 4.84, SD= 0.21) Showed Highly Acceptable in terms of content validity. **Table 19. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Reliability. Indicators Mean SD Verbal Interpretation**

1. helps achieve the learning outcomes. 5.00 0.00 Highly Acceptable 2. allows learners to experience creativity in reading and in accomplishing other tasks. 5.00 0.00 Highly Acceptable 3. can be integrated into a particular syllabus or competency as supplementary material. 5.00 0.00 Highly Acceptable 4. encourages to develop skills which will be useful for future career. 5.00 0.00 Highly Acceptable 5. enhances students' creativity and work values. 5.00 0.00 Highly Acceptable 6. has stability and consistency in measuring certain concepts. 5.00 0.00 Highly Acceptable
7. increases collaboration in editing and revising any question on the assessment for

improvement. 4.60 0.55 Highly Acceptable 8. is cost efficient in reproducing the material. 4.80 0.45 Highly Acceptable 9. develops learners' higher order thinking skills in answering the questions. 5.00 0.00 Highly Acceptable 10. has simple instructions with attainable target on time on task activities. 4.60 0.55 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.90 0.12 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 19 shows the level of acceptability of the characteristics of the HOT-QS based learning material as to reliability. Teachers strongly agree that it helps achieve the learning outcomes (M=5.00, SD=0.00) and it allows learners to experience creativity in reading and in accomplishing other tasks (M=5.00, SD=0.00) it can be integrated into a particular syllabus or competency as supplementary material (M=5.00, SD=0.00) it encourages to develop skills which will be useful for future career (M=5.00, SD=0.00) enhances students' creativity and work values (M=5.00, SD=0.00) has stability and consistency in measuring certain concepts (M=5.00, SD=0.00) it increases collaboration in editing and revising any question on the assessment for improvement (M=4.60, SD=0.55) it is cost efficient in reproducing the material (M=4.80, SD=0.45) develops learners' higher order thinking skills in answering the questions (M=5.00, SD=0.00), while it has simple instructions with attainable target on time on task activities (M=4.60, SD=0.55).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to reliability. The overall (W.M.= 4.90, SD= 0.12) Showed Highly Acceptable in terms of reliability. **Table 20. Level of Acceptability of the Characteristics of the HOT-QS Based Learning Material as to Usability.** **Indicators Mean SD Verbal Interpretation**

1. increases the knowledge of learners in reading and useful in daily communications. 5.00 0.00 Highly Acceptable 2. helps learners to use their imaginations for wider knowledge of comprehension. 5.00 0.00 Highly Acceptable 3. can be used with a particular syllabus or competency as supplementary material. 5.00 0.00 Highly Acceptable 4. helps to use the skills gained and useful for the next higher level. 5.00 0.00 Highly Acceptable 5. is easy to use and appropriate to the level of learners. 4.80 0.45 Highly Acceptable 6. develops learner's thinking ability in answering questions. 5.00 0.00 Highly Acceptable 7. improves the reasoning skills and ability of the learners to formulate solutions. 5.00 0.00 Highly Acceptable 8. increases the imaginary concept of learners in reading and come up with solutions. 5.00 0.00 Highly Acceptable 9. develops the emotional and conceptual skills of the learners. 4.60 0.55 Highly Acceptable 10. instill in the minds of the readers the different concepts and lessons in the material. 5.00 0.00 Highly Acceptable

Overall Weighted Mean and Standard Deviation 4.94 0.09 Highly Acceptable Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**

4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 20 shows the level of acceptability of the characteristics of the HOT-QS based learning material as to usability. Teachers strongly agree that, it increases the knowledge of learners in reading and is useful in daily communications (M=5.00. SD=0.00) and it helps learners to use their imaginations for wider knowledge of comprehension (M=5.00. SD=0.00) it can be used with a particular syllabus or competency as supplementary material (M=5.00. SD=0.00) it helps to use the skills gained and useful for the next higher level (M=5.00. SD=0.00) it is easy to use and appropriate to the level of learners (M=4.80, SD=0.45) it develops learner's thinking ability in answering questions (M=5.00, SD=0.00) it improves the reasoning skills and ability of the learners to formulate solutions (M=5.00. SD=0.00) it increases the imaginary concept of learners in reading and come up with solutions (M=5.00. SD=0.00) develops learners' higher order thinking skills in answering the questions develops the emotional and conceptual skills of the learners (M=4.60, SD=0.55), while it instills in the minds of the readers the different concepts and lessons in the material (M=5.00, SD=0.00).

The analyzed data reveals the level of acceptability of the characteristics of the HOT-QS based learning material as to usability. The overall (W.M.= 4.94, SD= 0.09) Showed Highly Acceptable in terms of usability. **Table 21. Overall Assessment of the HOT-QS Based Learning Material in Terms of its Components and Characteristic.**

Components	Characteristics	Student Teacher	Student Teacher	MEAN	MEAN

Objectives 4.95 4.86 Adaptability 4.96 4.72 Contents 4.96 4.82 Aesthetic Value 4.98 4.90
Process 4.94 4.84 Content Validity 4.98 4.84
Evaluation 4.92 4.88 Reliability 4.96 4.90 Usability 4.97 4.94
WEIGHTED MEAN 4.94 4.85 WEIGHTED MEAN 4.97 4.86 HIGHLY ACCEPTABLE 4.90 HIGHLY ACCEPTABLE 4.92 Legend: **Range Remark Verbal Interpretation Range Remark Verbal Interpretation**
4.21 - 5.00 Strongly Agree Highly Acceptable 3.41 - 4.20 Agree Acceptable 2.61 - 3.40 Moderately Agree Moderately Acceptable 1.81 - 2.60 Disagree Less Acceptable 1.00 - 1.80 Strongly Disagree Not acceptable

Table 21 presents the overall assessment of the HOT-QS Based Learning Material in terms of Components and Characteristic. It reveals that the weighted mean of 4.94 and 4.85 in the components both in student and teacher are strongly agree. While the total weighted mean of 4.97 and 4.86 in its characteristics showed that both student and teacher strongly agree.

The overall weighted mean of 4.90 and 4.92 in terms of components and characteristics indicates that the overall assessment of the HOT-QS based learning material showed a **Highly Acceptable**.

The result is supported by the statement of Astrid (2021) about the importance of HOT-QS to be applied in the learning process and teachers are also required to implement HOT-QS based instructional materials. This increases the students' roles in the learning process and the instructional materials must be adaptable, valuable, valid, reliable, and usable. This will make them creative in asking questions and will require them to think critically or high-level thinking.

Table 22. Results of the pre-test and post-test scores of the respondents in the HOT-QS Based Learning Material

HOTS	Pre-test Mean	Pre-test SD	Post test Mean	Post test SD	t	df	Sig. (2-tailed)	Verbal Interpretation
Recognizing	7.31	1.83	9.16	1.24	-11.617	44	0.000	Significant
Recalling	7.73	1.83	9.22	1.13	-9.639	44	0.000	Significant
Comparing	6.73	1.60	8.44	1.29	-11.856	44	0.000	Significant
Explaining	5.38	2.15	8.02	1.90	-19.011	44	0.000	Significant
Concluding	4.91	2.39	6.96	2.13	-16.634	44	0.000	Significant

Legend: Sig (2-tailed) ≤ .05 (Significant); Sig (2-tailed) ≥ .05 (Not significant)

Table 22 shows the results of the pre-test and post-test scores of the respondents in the HOT-QS Based Learning Material in the pre-test and post-test in terms of recognizing is significant with the pre-test (M=7.31, SD=1.83) post-test (M=9.16, SD=1.24) In recalling pre-test (M=7.73, SD=1.83) and post-test (M=9.22, SD=1.13) is also significant. While, comparing scores shows the pre-test (M=6.73, SD=1.60), post-test (M=8.44, SD=1.29) with significant interpretation. Explaining pre-test score (M=5.38, SD=2.15), post-test score (M=8.02, SD=1.90) is also significant. Lastly is the concluding with a pre-test score (M=4.91, SD=2.39) post-test score (M=6.96, SD=2.13) it is also significant. This means that the pre-test scores and post-test scores are significant, and it is clearly shown that the HOT-QS based learning material is effective.

Pre- and post-test designs are widely used in behavioral research. The measurement of change provides a vehicle for assessing the impact of interventions. Dimitrov (2003). Therefore, this study suggests that introduction of a pre- and post-test instrument supported achievement of the learning objectives with a better understanding, and this helps students begin to focus on the key topics that will be covered.

On the other hand, the study of Maharani (2022) revealed that the instructional material has crucial function in teaching-learning process. This will serve as the medium for students to take lessons and do exercises. Teachers can develop materials and design them according to the situations and conditions in the learning activities that will be executed. However, the teachers should assure that it the objective, content, process, and evaluation will be part of its components. This will help the learners to overcome the problems in an attractive form so that they can adapt to extraordinary conditions such as the current global pandemic.

CONCLUSION

Based on the findings, the following conclusions are drawn.

1. The pre-test scores of the respondents in HOT-QS based learning material in reading

comprehension of Grade 8 learners in terms of recognizing, recalling, and comparing got an outstanding remark, while the two skills explaining and comparing both got a passed remark and with an average mastery. In overall results it is Interpreted as **Closely Mastered**.

2. The post-test scores of the respondents in HOT-QS based learning material in reading comprehension of Grade 8 learners in terms of recognizing, recalling got an excellent remark while comparing, explaining, and concluding with outstanding remark and in overall result it is interpreted as **Mastered** and It is clearly shown that the result of the post-test revealed that the use of HOT-QS based learning material is effective.
3. The level of develop HOT-QS Based Learning Material in terms of its Objectives, Contents, Process and Evaluation are all **Highly Acceptable**
4. The level of develop HOT-QS Based Learning Material in terms of its Adaptability, Aesthetic value, Content Validity and Usability are all **Highly Acceptable**
5. The significant difference between the pre-test and post-test scores of the respondents in the HOT-QS Based Learning Material the results of the pre-test and post-test scores of the respondents in the HOT-QS Based Learning Material in the pre-test and post-test in terms of recognizing, recalling, comparing, explaining, and concluding is significant. This means that the pre-test scores and post-test scores are **Significant.** The null hypothesis stating that there is no significant difference will be rejected and accept the alternative hypothesis because there is a **significant** difference between the pre-test and post-test scores. The overall Assessment of the HOT-QS Based Learning Material in terms of its Components and Characteristic are both **Highly Acceptable.** It only means that the respondent accepted the developed Learning material.

RECOMMENDATIONS

In the light of the above findings of the data gathered & analyzed, the following recommendations are highly recommended:

1.The researcher recommends teachers to invigorate their teaching styles by using the instructional material since the results of the study proved that the developed HOT-QS based learning material in reading comprehension of Grade 8 learners has significant increase in their reading comprehension skills. Teachers are very particular in their profession and know how to facilitate the level of learning even in the distance learning due to unexpected events to happen and used it to improve the skills of learners even learning at home and this instructional material can serve as enrichment activities.

2.The researcher recommends that the developed learning material may be subject to revisions, modifications and reconstructions in the future depending on the needs of the students, teachers, and curriculum developers. 3.The researcher recommends that all future researchers are encouraged to develop a similar study to enhance the other skills which is not given emphasis and need some interventions and strategies to enhance it. It can be in a form of simplified module that is aligned to the present Department of Education's K to 12 Curriculum to reach competencies in each specialization, area, or tracks.

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