

SUPPLEMENTARY MATERIALS IN PHILIPPINE POLITICS AND GOVERNANCE

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ABSTRACT

This thesis entitled, “Supplementary Materials in Philippine Politics and Governance.” Intended to find out answers to the following questions: 1. What is the level of validation of the Supplementary materials in Philippine Politics and Governance described in terms of parts as: objectives; content; activities; and evaluation? 2. What is the level of Validity of Supplementary materials in Philippine Politics and Governance described in terms of characteristics to: suitability; usability; and consistency? 3. What is the mean performance of the students in terms of pretest, post-test? 4. What is the mean performance of the student in terms of performance task? 5. Is there any significant difference in the mean performance of the students in terms of pretest and post-test? and 6. Do Supplementary materials in Philippine Politics and Governance significantly affect the student performance task?

The respondents for this particular research were teachers of Social Science and the student from General Academic Strand (GAS) and Humanities and Social Sciences (HUMSS) in the District of Magdalena.

In this study, teachers will choose as a sample among the population of teachers, (10) teachers of Buenavista Integrated National High School, Cigaras, Magdalena, and (10) teachers of Magdalena Integrated National High School Magdalena, Laguna, with the total of twenty (20) teachers in District of Magdalena, and (50) students from HUMSS and (25) students from GAS, with a total of 75 students in the District of Magdalena.

The level of validation for the supplementary materials in Philippine Politics and Governance received very high ratings from the respondents. This includes the objectives, content, activities, and evaluation. Additionally, the standard deviations were reported for each variable.

The supplementary materials in Philippine Politics and Governance were deemed highly valid by the respondents in terms of their suitability, usability, and consistency. The ratings for each variable were reported as very high, along with their respective standard deviations.

The pretest and post-test performance of 75 respondents showed that the highest frequency of pre-test scores fell within the range of "21-30", while the highest frequency of post-test scores fell within the range of "31 to 40". The mean and standard deviation for the pre-test score were reported as satisfactory, while the post-test score showed an improvement rated as very satisfactory.

Out of 75 respondents, all of the respondents' score range from "85 to 89" on practical task 1 and 2 and from "90 to 100" on practical task 3 and 4 received the highest frequency of seventy-five (75) or 100.00% of the total sample population. The mean and standard deviation for the practical task remarked as Outstanding improved based on the score.

The pre-test and post-test showed a significant difference in the performance of the students after the use of the supplementary materials, as indicated by the computed t values which were greater than the critical t value. Additionally, the p-values obtained were less than the significance alpha 0.05, suggesting the presence of a significance.

The supplementary materials have a significant effect on the students' practical task performance which are all statistically significant. The beta coefficient indicates the strength and direction of the

relationship between the supplementary materials and practical task performance, with a positive coefficient suggesting that the supplementary materials improve performance. The computed t values obtained from the practical task which were greater than the critical t value. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is presence of a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant difference in the performance of the students in terms of pre-test and post-test” and “There is no significant effect on the supplementary materials in Philippine Politics and Governance in terms of performance task” is rejected. Results indicate that using supplementary materials had a significant impact on students' performance, as demonstrated by the significant difference between the pre-test and post-test scores. This suggests that the supplementary materials were effective in improving the students' understanding of the subject matter.

Keywords:

Supplementary materials, objectives, activities, content, evaluation, suitability, usability, consistency

INTRODUCTION

A teacher's essential responsibility is to transfer knowledge to students by providing them with new information and resources. Additional materials can be used to improve students' understanding, providing them with extra activities to help them learn. These materials are intended to supplement traditional materials and provide academic support.

Hence, teaching is teaching if learners learn. Learning is measured by its outcomes. Whatever approach to teaching is used, the intent should focus on learning rather than teaching. Subjects do not exist in isolation, but links between them should be made. It is important that students learn how to learn and the teacher should be innovative. (Catapang, R.G, & Tuiza, A.V. 2022).

Teachers often find that the required textbooks are insufficient to meet their students' diverse learning needs and educational goals. Students have varying needs, abilities, and learning styles that may not be satisfied by the content of a textbook. To address this, teachers should select appropriate supplementary materials that align with their students' directions and preferences. Supplementary materials can support or enhance the curriculum and be relevant to the course's learning outcomes and contents. Textbooks can also be limiting and inhibit teachers' creativity. Therefore, teachers should carefully choose and use relevant and appropriate teaching resources that reflect the student's emotional development, ability level, learning style, social development, and age. Supplementary materials should be fair, objective, free from bias, propaganda, discrimination, and sex-role stereotyping. They should also stimulate creativity and avoid negative stereotypes. When selecting and using supplementary learning resources, teachers must be mindful of copyright laws and review the materials before teaching them. Additionally, local resources should be prioritized whenever possible.

According to Dodd (2015), supplementary materials can be a source of motivation for learners, making the learning process more engaging and stimulating. They can help students understand and absorb information more easily. Additionally, these materials can provide insight into the culture of people and society, helping to contextualize the learning environment. By providing additional resources, they can also save time and effort for teachers, making it easier to present course content. Overall, supplementary materials can be a valuable tool for educators in enhancing the learning experience for their students.

The objective of this paper was to investigate the supplementary teaching materials that are utilized in addition to the prescribed materials in the senior high school HUMSS and GAS strand.

This also sought to determine the validity of Supplementary materials in Philippine Politics and Governance. Specifically, it aims to answer the following questions:

1. What is the level of validation of the Supplementary materials in Philippine Politics and Governance described in terms of parts as:
 - a. objectives;
 - b. content;
 - c. activities; and
 - d. evaluation?
2. What is the level of Validity of Supplementary materials in Philippine Politics and Governance described in terms of characteristics to:
 - a. suitability;
 - b. usability; and
 - c. consistency?
3. What is the mean performance of the students in terms of:
 - a. pretest; and
 - b. post-test?
4. What is the mean performance of the student in terms of performance task as to practical task?
5. Is there any significant difference in the mean performance of the students in terms of pretest and post-test?
6. Do Supplementary materials in Philippine Politics and Governance significantly affect the student performance task?

REVIEW OF RELATED LITERATURE

According to Kirschner, P. A. (2015) pretests give teachers a way to gauge student knowledge, prepare students for future content and, in the end, measure student growth.

The reading explains the benefits of using pretests in education. Pretests are assessments given to students before they begin learning new material. The reading suggests that pretests provide teachers with several advantages, such as allowing them to gauge students' current level of knowledge, which can help them tailor their instruction to better meet students' needs. Pretests also help teachers prepare students for upcoming lessons by identifying areas where they may need more support.

According to Koedinger, K. R., & Corbett, A. T. (2016) posttests help educators see where changes need to be made to improve students' ability to comprehend and retain the material in the future.

The reading is explaining how post-tests can help educators improve students' ability to comprehend and retain material in the future. Post-tests are given after a period of instruction, and they allow educators to see how well students have retained the material they were taught. By analyzing post-test results, educators can identify areas where students may be struggling and make changes to their teaching methods to better meet students' needs. The reading implies that post-tests can serve as a form of feedback for educators, allowing them to assess the effectiveness of their teaching methods and make necessary adjustments to improve student learning outcomes

In the research conducted by Duruhan & Çavuş (2013), teachers say that performance tasks reinforce the students' learning, encourage the collaboration and socialization among the students, direct the students to research, and develop creative thinking and sense of responsibility.

Based on the above reading performance tasks are typically hands-on activities or projects that require students to demonstrate their knowledge and understanding in a real-world context. By engaging in performance tasks, students are able to apply their learning in a practical way, which reinforces their

understanding of the material. The reading also suggests that performance tasks encourage collaboration and socialization among students, which can promote teamwork and communication skills.

Moreover, according to Woolfolk as mentioned by Lim (2016), the objective of democratic education is the optimum development of the individual. To meet this end, greater attention must be given to the needs of individual learners-thus the demand for individual instruction.

The reading suggests that individual instruction may be necessary to meet the needs of each student. This means that teachers may need to provide one-on-one or small group instruction to ensure that each student is receiving the support and guidance they require to reach their full potential.

According to Idang (2013) stated that some ways of writing content are to be specific enough. Anyone reading the objectives will understand the subject matter to be sure that the description of content can stand alone, is "material free" and be generic enough that the emphasis is on the knowledge which is important and applicable in a variety of contexts.

Based on the when writing content, it is important to find a balance between being specific and generic. By being clear and precise while also focusing on the knowledge itself, content creators can ensure that their work is informative, relevant, and applicable in a variety of contexts.

According to Garantuza (2015) activity refers to doing something, or something that you are doing, have done or could do. Activities are the instructional methods that serve given purposes well and can be accustomed to advantage in the classroom.

The above reading explains that activity is the act of doing something, whether it is something that has been done before, is currently being done, or could be done in the future. These activities serve as instructional methods that are designed to serve specific purposes in the classroom. They can be tailored to meet the needs of individual students and can be used to enhance learning outcomes by engaging students in active learning and promoting critical thinking skills. When used effectively, activities can help students to better understand and retain information, improve their communication and collaboration skills, and deepen their overall understanding of the subject matter.

"Evaluation is the process of determining merit, worth, or significance; an evaluation may be a product of that process" Kizlik (2014), affirmed that analysis is probably the most complex and least understood of the terms. Inherent in the idea of evaluation is "value" when we evaluate, what we are doing is engaging in some process that is designed to provide information. One way to identify the learners who reach the mastery level and who need reinforcement.

The reading also notes that an evaluation can be seen as a product of the evaluation process. This refers to the report or other output that summarizes the findings of the evaluation, including the conclusions and recommendations that arise from it.

According to Moscoso, et al. (2014), emphasize that it had been more suitable to use supplementary material in teaching mostly in actual demonstrations or workshops. Supplementary material was applicable to greatly help the listeners to know the method.

The reading is emphasizing the effectiveness of using supplementary materials in teaching, particularly in actual demonstrations or workshops. The supplementary materials can greatly help the learners in understanding the methods being taught.

Moreover, according to Corrales, M. (2017). usability requirements are documented expectations and specifications designed to make sure that a product, service, process, or environment is straightforward to use.

Based on the above reading usability requirements are a set of documented expectations and specifications that are designed to ensure that a product, service, process, or environment is easy to use, understand, and navigate by its intended users. These requirements are typically based on user needs and preferences, and they are used to guide the design, development, and testing of the product or service.

Usability requirements may include factors such as ease of use, accessibility, learnability, efficiency, effectiveness, and user satisfaction.

Some of those learners search for consistency of approach from an educator. The corresponding literature is connected to this study by revealing consistency together of the supplementary materials characteristics employed by the researcher to possess reliable content of the material (Arandia 2013).

Based on the reading some learners look for consistency in the approach used by an educator. This can be related to the study by highlighting the importance of consistency in supplementary materials characteristics used by the researcher to ensure reliable content in the material. In other words, the study can benefit from using consistent approaches and techniques in designing the supplementary material, as this can help create a reliable and effective learning experience for the learners.

METHODOLOGY

The research methodology used in this study was descriptive research, which aims to gather comprehensive information about Supplementary materials in Philippine Politics and Governance. The objective of the research was to investigate and assess the extent of Supplementary materials used in Philippine Politics and Governance. Descriptive research is employed to obtain reliable and precise interpretations and results.

Descriptive research is the research design aims to accurately and systematically describe a population, situation or phenomenon. (McCombes, S.2022). Descriptive research can use a wide variety of research methods to investigate one or more variables.

This approach involves gathering data using qualitative methods and analyzing it using quantitative techniques. The data is collected through various methods such as surveys, interviews, correlation studies, observation studies, or content analysis, and the observer does not interfere with the study's variables during the observation process. The researcher used this method to observe the study population, recording the gathered data and analyzing its significance.

RESULT AND DISCUSSION

Table 1. Level of Validation of the Supplementary Materials in Philippine Politics and Governance in terms of Objectives

STATEMENTS	MEAN	SD	REMARKS
<i>State clearly for easy understanding.</i>	4.90	0.31	Highly Valid
<i>Select according to the curriculum guide.</i>	4.95	0.22	Highly Valid
<i>State in comprehensive language for use.</i>	4.80	0.41	Highly Valid
<i>Attain the most essential learning competencies.</i>	4.90	0.31	Highly Valid
<i>Measure results of activities and assessments.</i>	4.85	0.37	Highly Valid
Weighted Mean	4.88		
SD	0.22		
Verbal Interpretation	Very High		

Table 1 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of objectives. Respondents evaluate the objective of Supplementary Material *Highly Valid*. They observe that objective in every lesson on parallel according to curriculum guide (M=4.95, SD= 0.22), attain the most essential learning competencies (M=4.90, SD= 0.31) and state clearly for easy understanding. On the other hand, the objectives of each topic in supplementary materials comprehensive knowledge (M=4.80, SD= 0.41).

The weighted mean of 4.88 indicate that the level of Validity of Supplementary Materials in Philippine Politics and Governance is *Very High*. This means that after evaluating the supplementary materials used in the study of Philippine Politics and Governance, the respondents found that the objectives of the materials were highly valid and in line with the curriculum guide and essential learning competencies.

Table 2. Level of Validation of the Supplementary Materials in Philippine Politics and Governance in terms of Content

STATEMENTS	MEAN	SD	REMARKS
<i>Connect and align with current trends and innovations.</i>	4.65	0.49	Highly Valid
<i>Address knowledge, skills, and relevant ideas effectively.</i>	4.65	0.49	Highly Valid
<i>Meet the present needs of 21st-century learners.</i>	4.70	0.47	Highly Valid
<i>Involve learners in tasks aligned with 21st-century learning skills.</i>	4.60	0.60	Highly Valid
<i>Present relevant concepts to enhance students' learning styles.</i>	4.60	0.60	Highly Valid
Weighted Mean	4.64		
SD	0.41		
Verbal Interpretation	Very High		

Table 2 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of content. Respondents evaluate the content of supplementary materials *Highly Valid*. They observe that the content in every lesson meet the present need of 21st- century learners (M=4.70, SD= 0.47). Connect and align with the current trends and innovations (M=4.66, SD=0.49) and address knowledge, skills, and relevant ideas effectively. On the other hand, the content of each topic in supplementary materials involve learner in task aligned with 21st century learning skills (M=4.60, SD=0.60).

The weighted mean 4.64 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that the supplementary materials successfully incorporated contemporary educational trends and catered to the requirements of learners in the 21st century. It was efficient in tackling pertinent concepts and engaging students in activities that develop their 21st-century learning abilities.

Table 3. Level of Validation of the Supplementary Materials in Philippine Politics and Governance in terms of Activities

STATEMENTS	MEAN	SD	REMARKS
<i>Use appropriate procedures for learners.</i>	4.85	0.37	Highly Valid
<i>Emphasize complete tasks for easy understanding.</i>	4.75	0.44	Highly Valid
<i>Execute work for smooth understanding.</i>	4.70	0.47	Highly Valid
<i>Adhere to standard procedures for student learning.</i>	4.70	0.50	Highly Valid
<i>Implement appropriate procedures.</i>	4.65	0.49	Highly Valid
Weighted Mean	4.71		
SD	0.30		
Verbal Interpretation	Very High		

Table 3 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of activities. Respondents evaluate the activities of the supplementary materials

Highly Valid. They observe that the activities in every lesson on the use of appropriate procedures for learners ($M=4.85$, $SD=0.37$). Emphasize complete task for easy understanding ($M=4.75$, $SD=0.44$). on the other hand, the activities of each topic in supplementary materials implement appropriate procedures ($M=4.65$, $SD=0.49$).

The weighted mean 4.71 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that activities in the materials effectively teach appropriate procedures and emphasize task completion, making them highly valid for learners.

Table 4. Level of Validation of the Supplementary Materials in Philippine Politics and Governance in terms of Evaluation

STATEMENTS	MEAN	SD	REMARKS
<i>Mandates topics based on learners' abilities.</i>	4.85	0.37	Highly Valid
<i>Supports multiple intelligences among students.</i>	4.90	0.31	Highly Valid
<i>Offers opportunities for self-assessment and improvement.</i>	4.80	0.41	Highly Valid
<i>Uses appropriate learning design consistent with objectives.</i>	4.80	0.41	Highly Valid
<i>Supports tasks appropriate for learners of different aptitude levels.</i>	4.75	0.44	Highly Valid
Weighted Mean	4.82		
SD	0.25		
Verbal Interpretation	Very High		

Table 4 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of evaluation. Respondents evaluate the evaluation of the supplementary materials *Highly Valid*. They observe that the evaluation in every lesson supports multiple intelligences among students ($M=4.90$, $SD=0.31$). Mandates topics based on the learners' abilities ($M=4.85$, $SD=0.37$). On the other hand, the evaluation of each topic in supplementary materials support task appropriate for learners' different aptitude levels ($M=4.75$, $SD=0.44$).

The weighted mean 4.82 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that the materials focus on supporting multiple intelligences, learners' abilities, and task appropriateness.

Table 5. Level of Validity of Supplementary Materials in Philippine Politics and Governance in terms of Suitability

STATEMENTS	MEAN	SD	REMARKS
<i>Provides generally appropriate skills for learners.</i>	4.95	0.22	Highly Valid
<i>Accommodates diverse learners.</i>	4.85	0.37	Highly Valid
<i>Objectively assesses learners' target skills.</i>	4.90	0.31	Highly Valid
<i>Evaluates use of supplementary material.</i>	4.65	0.49	Highly Valid
<i>Uses target skills to meet students' needs.</i>	4.90	0.31	Highly Valid
Weighted Mean	4.85		
SD	0.23		
Verbal Interpretation	Very High		

Table 5 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of suitability. Respondents evaluate the suitability of the supplementary materials *Highly Valid*. They observe that the suitability in every lesson provides generally appropriate skills for

learners ($M=4.95$, $SD=0.22$). Objectively assess learners' target skills ($M=4.90$, $SD=0.31$) and uses target skills to meet student needs. On the other hand, the suitability of each topic in supplementary materials evaluate use of supplementary materials ($M=4.65$, $SD=0.31$).

The weighted mean 4.85 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that the materials are geared towards providing appropriate skills, assessing target skills objectively, and meeting the needs of students.

Table 6. Level of Validity of Supplementary Materials in Philippine Politics and Governance in terms of Usability

STATEMENTS	MEAN	SD	REMARKS
<i>Supply supplementary material to enhance learners' abilities.</i>	4.95	0.22	Highly Valid
<i>Offer activities and discussions to enhance students' knowledge.</i>	4.95	0.22	Highly Valid
<i>Function as supplementary instructional material.</i>	4.95	0.22	Highly Valid
<i>Provide exercises for reinforcement and mastery of concepts.</i>	4.80	0.41	Highly Valid
<i>Supply self-assessments to enhance students' knowledge.</i>	4.95	0.22	Highly Valid
Weighted Mean	4.92		
SD	0.17		
Verbal Interpretation	Very High		

Table 6 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of usability. Respondents evaluate the usability of the supplementary material *Highly Valid*. They observe that the usability in every lesson supplementary material to enhance learners' abilities, function as supplementary instructional material and supply self- assessments to enhance students' knowledge ($M=4.95$, $SD=0.22$). On the other hand, the usability of each topic in the supplementary materials provides exercises for reinforcement and mastery of concepts ($M=4.80$, $SD=0.41$).

The weighted mean 4.92 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that the materials help improve learners' abilities, serve as instructional material, and provide self-assessment tools to enhance knowledge

Table 7. Level of Validity of Supplementary materials in Philippine Politics and Governance in terms of Consistency

STATEMENTS	MEAN	SD	REMARKS
<i>Demonstrate that the design stages of supplementary material are organized from macro to micro.</i>	5.00	0.00	Highly Valid
<i>Supply to improve students' knowledge.</i>	4.95	0.22	Highly Valid
<i>Facilitate independent learning for students.</i>	4.80	0.41	Highly Valid
<i>Topics are logically related.</i>	4.95	0.22	Highly Valid
<i>Vary activities for student progress in Philippine Politics and Governance.</i>	4.85	0.37	Highly Valid
Weighted Mean	4.91		
SD	0.20		
Verbal Interpretation	Very High		

Table 7 illustrates the level of validity of the supplementary materials in Philippine Politics and Governance in terms of consistency. Respondents evaluate the consistency of the supplementary materials

Highly Valid. They observe that the consistency in every lesson demonstrate that the design stages of the supplementary material are organized from macro to micro ($M=5.00$, $SD=0.00$). Supply to improve students' knowledge and topics are logically related ($M=4.95$, $SD=0.22$). on the other hand, the consistency of each topic in the supplementary materials facilitate independent learning for students ($M=4.80$, $SD=0.41$).

The weighted mean 4.91 indicate that the level of validity of supplementary materials in Philippine Politics and Governance is *Very High*. This means that the topics are logically related and improve students' knowledge, and the consistency of each topic enables independent learning.

Table 8. Level of Performance of the students in Pre-test and Post-test

Score	Pre-test		Post Test		Verbal Interpretation
	f	%	f	%	
41-50	0	0.00	22	29.30	Outstanding
31-40	32	42.67	53	70.70	Very Satisfactory
21-30	43	57.33	0	0.00	Satisfactory
11-20	0	0.00	0	0.00	Fairly Satisfactory
0-10	0	0.00	0	0.00	Did not Meet Expectation
Total	75	100	75	100	
Mean	29.55	<i>Satisfactory</i>	38.35	<i>Very Satisfactory</i>	
SD	3.57		3.69		

Table 8 illustrates the level of performance scores of students in pre-test and post-test. Out of 75 respondents, pre-test score 21-30 received the highest frequency of forty-three (43) or 57.33% of the total sample population. While for the post-test score “31 to 40” received the highest frequency of fifty-three (53) or 70.70% of the total sample population. Pre-test score shows the mean ($M=29.55$, $SD=3.57$) as remarked as *Satisfactory* improved based on the post-test score with mean of ($M=38.35$, $SD=3.69$) with a remarked of *Very Satisfactory*.

Table 9. Level of Performance of the students in Practical Task

Practical Task	Score	Verbal Interpretation
1	87.33	Very Satisfactory
2	89.49	Very Satisfactory
3	91.52	Outstanding
4	93.88	Outstanding
Mean	90.56	<i>Outstanding</i>
SD	2.80	

Table 9 illustrates the level of performance scores of student's practical task. Out of 75 respondents, all of the respondents' score range from “85 to 89” on practical task 1 and 2 and from “90 to 100” on practical task 3 and 3 received the highest frequency of seventy-five (75) or 100.00% of the total sample population. Score shows the mean ($M=90.56$, $SD=2.80$) as remarked as *Outstanding* improved based on the score.

Table 10. Significant Difference in the Performance of the students in terms of pre-test and post-test

Performance	Performance	t-stat	p-value	Analysis
<i>Pre-test</i>	Post-test	90.91	0.000	Significant

Table 10 presents the significant difference of student's performance of the students in pre-test and post-test. The *Pre-test* and *Post-test* was observed to have any significant difference to the performance of the students after the use of the supplementary materials. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is presence of a significance.

Table 13. Significant Effect of Supplementary Materials on the Students' Practical task

		Beta Coefficient	t-value	p-value	Analysis
Supplementary Materials	<i>Students' Practical Task</i>	0.449	4.329	0.001	Significant

Table 10 illustrates the level significant effect of supplementary materials on the students' practical task.

The supplementary materials have a significant effect on the students' practical task performance. This is supported by the beta coefficient of 0.449, the t-value of 4.329, and the p-value of 0.001, which are all statistically significant. The beta coefficient indicates the strength and direction of the relationship between the supplementary materials and practical task performance, with a positive coefficient suggesting that the supplementary materials improve performance. The computed t values obtained from the practical task which were greater than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is presence of a significance

CONCLUSION

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference in the performance of the students in terms of pre-test and post-test" and "There is no significant effect on the supplementary materials in Philippine Politics and Governance in terms of performance task" is rejected. Results indicate that using supplementary materials had a significant impact on students' performance, as demonstrated by the significant difference between the pre-test and post-test scores. This suggests that the supplementary materials were effective in improving the students' understanding of the subject matter.

RECOMMENDATIONS

The conclusion made yielded the following recommendations.

1. The teachers may develop and provide more supplementary materials that are of high quality and relevance to the subject matter.
2. The school may provide training to enhance teacher capabilities and professional development programs, particularly in using supplementary materials for teaching.
3. The administrators may continue the monitoring of its implementation to ensure that teachers and learners have access to relevant, accurate, and updated supplementary materials.
4. The future researcher may conduct more in-depth research that includes a larger sample size, a wider range of materials, and a more varied group of participants, to gain a better understanding of the use and impact of supplementary materials.

ACKNOWLEDGEMENTS

The author would like to express her sincerest gratitude and appreciation to the following who have contributed greatly to make this study a reality:

First, to our Father God in Heaven, **JESUS CHRIST**, for the strength, knowledge, wisdom, and blessings that she is enjoying;

LAGUNA STATE POLYTECHNIC UNIVERSITY, for having excellent staff who offer homely and friendly atmosphere conducive for learning that made the author feel comfortable while this research was in progress;

DR. MARIO R. BRIONES, University President, for his dedication and untiring support for providing quality and innovative education in the university to produce skilled future professional members of the labor force;

DR. ROSARIO G. CATAPANG, The Associate Dean of the College of Teacher Education, for her support in the conduct of this study.

DR. RAY SAMUEL G. GRECALDA, her thesis adviser, for his untiring support, valuable comments and suggestions;

DR. AUGUST V. TUIZA, researcher's subject specialist, for his unselfishness in sharing his expertise;

DR. MARIE ANN S. GONZALES, for sharing her time in checking the computations as her statistician;

DR. BENJAMIN O. ARJONA, for the help given to the researcher in analyzing and interpreting the data gathered;

DR. NIMFA G. DIMACULANGAN, her English critic, for the patience in editing the language of this study;

DR. JOSELITO L. GOZOS, Head Teacher IV of Araling Panlipunan in Santa Maria Integrated High School, the researcher's validator, for sharing his time and expertise;

MS. NARLIE S. GAVIA, Master Teacher II of Araling Panlipunan in Santa Maria Integrated High School, the researcher's validator, for sharing his time and expertise;

DR. MARITES A. IBAÑEZ, Schools Division Superintendent of Division of Laguna for the approval granted to conduct this research;

DR. FLORA BHEL D. MANALO, Public School District Supervisor of Magdalena District for the approval granted to conduct this research in District of Magdalena;

DR. RUBY P. CASTILLO, Principal of Buenavista Integrated National High School and Magdalena Integrated National High School, for the approval granted to conduct this research in Buenavista Integrated National High School and Magdalena Integrated National High School;

The **FACULTY AND STAFF OF THE COLLEGE OF TEACHER EDUCATION** for giving their support and sharing their knowledge with the researcher;

The **SELECTED GRADE 11 HUMSS AND GAS STUDENTS OF BUENAVISTA INTEGRATED NATIONAL HIGH SCHOOL AND MAGDALENA INTEGRATED NATIONAL HIGH SCHOOL**, for valuable cooperation as respondents of this study;

The **SELECTED SENIOR HIGH SCHOOL TEACHERS, AND MASTER TEACHERS, AND HEAD TEACHER**, for valuable cooperation as respondents of this study;

Lastly, the researcher's family, for the unconditional love, moral and financial support in the pursuance of this study.

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