DEVELOPMENT AND VALIDATION OF INSTRUCTIONAL MATERIAL FOR ARALING PANLIPUNAN: INPUT FROM A QUALITATIVE NEEDS AND ANALYSIS OF LEARNERS

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ABSTRACT: *The sudden migration from face-to-face instruction in the Philippine Department of Education to modularized instruction at the beginning of school year 2020-2021 created a whirlwind among the school's primary stakeholders particularly school administration and teachers who scampered to develop materials to continue learners' learning for the first school year under the new normal. This study generally aimed to develop and validate instructional materials for the teaching of Araling Panlipunan based on learners' needs analysis. Drawing from an analysis of learners' needs, this research employed a qualitative design to develop instructional materials in the teaching of Araling Panlipunan for use in the intermediate grade level particularly in the fourth grade. This study followed three important phases including the analysis of needs of learners of Araling Panlipunan, the development of instructional materials, and the validation of instructional materials by Araling Panlipunan subject experts. The valuations of learners and teachers of the existing instructional material used in Araling Panlipunan pedagogy disclosed the needs of learners from the intersection of the positive reasons and the negative reasons. The use of IM's for the delivery of learning proved to be indispensable during the pandemic as it was the sole practical method to transfer formal learning. It is highly recommended that the instructional material developed in this study be utilized in actual teaching to obtain empirical data for the evaluation of learners and not only experts which this study afforded to undertake.*

Keywords: *curriculum, curriculum development, curriculum validation, instructional material, araling panlipunan, curriculum output, instructional development, learners, needs analysis, intermediate level*

INTRODUCTION

The COVID-19 pandemic has immensely transformed the countenance of the educative process by compelling school stakeholders to migrate from the traditional in-school dynamics to non-physical presence of teachers and learners inside the walled classrooms and embrace a totally new set of mechanisms for emergency remote learning.

Educational administrators all over the world have been equally challenged by the global health crisis incurred by the coronavirus (COVID-19) pandemic. Various responses ensued as governments struggled to curb the spread of the fatal virus. On April 3, 2020, the Atlantic Council reported on its online website, "There are now more than 1 million cases worldwide in about 180 countries and territories; in excess of 54,000 people have died."

One year after the pandemic lockdown was imposed, news media outlets teemed with reports about how education leaders have managed to deal with off-school instruction. In May 2021, John Hattie posited in his article published by ASCD that the success of off-school instruction is "that educators led the revolution." He quoted Jensen (2020) who stated that "Leaders were more likely to listen to their teachers, build collaborative teams to resolve issues, and be open to learning conversations". In a study conducted by OECD, commissioned researchers Reimers and Schleicher (2020) reported that 70 percent of the 1,370 educators they surveyed across 59 countries claimed that the strategies they employed during the Covid-19 off-school instruction were not from the top-down but by those closer to learners, particularly teachers and school leaders and without government interference.

This scenario indicates the vital role of educational administrators and primarily teachers who, at the start of the pandemic schooling, were left without so much assistance from governments and education policymakers who were likewise caught unprepared to redress the disruption of traditional face-to-face instruction. As Hattie (2023) stated, "It is hard to find a single policy from districts or policymakers (other than whether to open schools) that assisted in how to effectively teach during the pandemic. But educators found ways to engage their learners, to deal with a myriad of new logistical and instructional issues, and to manage enormous workloads". Aggravating the circumstances is the health risk posed by the pandemic to the health of school children who are highly susceptible to acquire the disease. Because of this high risk to the young, instruction in the basic education levels were immediately surcease shutting off school portals.

In an article written by Frimpong (2021) published by African Educational Research Journal entitled The Role of Teaching and Learning Materials and Interaction as a Tool to Quality Early Childhood Education in Agona East District of the Central Region of Ghana, this author elaborated the need to define and determine the basic stages of utilizing teaching and learning resources by identifying the purposes, roles and tasks of the materials in the process of teaching and learning. The implication of this is that, the success in the teaching and learning process could be influenced by the resources made available to support it and the direct ways in which these resources are used.

Umar and Maryam (2021) where they assessed the Availability and Utilization of Instructional Materials for teaching Social Studies in public primary schools in Kware Local Government Area, Sokoto State, Nigeria. Their study employed a descriptive survey design. Therefore, three objectives, three research questions were generated for the study. The population of the study was made up of all the Social Studies teachers in 80 public primary schools in Kware, all the population will be taken as the sample, therefore 80 respondents were taken from 80 public primary schools, through purposive random sampling technique while questionnaire and checklist were used in collecting data after validation by an expert in

the area of study. The study revealed availability adequacy and utilization of instructional materials for social studies instruction in Kware Local Government Area has not been properly addressed.

Asogwa, Isiwu and Ugwuoke (2021) studied about the Effect of Instructional Materials on Students' Academic Achievement in Fishery in Senior Secondary Schools, It was found that instructional materials had an increasing effect on student's achievement in Fishery in secondary schools, instructional materials has more increasing effect on female than male students' achievement in Fishery in secondary schools and instructional materials has more increasing effect on urban than rural senior secondary schools students' achievement in Fishery. It was therefore recommended among others that teachers should always make use of instructional materials in Fishery during classroom instructions to enhance the students' achievement in Fishery.

Aware of the limitation of valuable instructional materials for vocational high school students in Indonesia, Khoirawati (2021) conducted a study which aimed at developing a model for instructional materials using research and development design (Borg & Gall, 1979) and the systematic design of instruction (Dick, Carey, & Carey, 2009). The instructional materials composed of printed and interactive CD, and guides for teachers and students developed from this study were based on inquiry-transactional approach. Instructional approach with inquiry-transactional model is an instructional process that combines method of inquiry and market strategy. Method of inquiry has the key feature that emphasizes learning activities in the process of thinking critically and analytically students to seek and find their own answers to the question of a problem.

In addition, transactional method has the key feature of the adopted transaction information transaction between buyers and sellers of goods on the market. Khoirawati's study concludes with the eight steps on instructional materials development that include: 1) initial research; 2) identifying the general instructional objectives; 3) performing instructional analysis; 4) analyzing the students and context; 5) writing the objectives of performance or objectives of specific instruction; 6) developing the assessment instrument; 7) developing instructional strategy; and 8) developing instructional materials. Khoirawati (2021) noted that the last step "in this research and development is to use the instructional strategy and instrument of process and instructional outcomes assessment to have instructional materials draft. This instructional materials draft includes the instructional material (textbooks and CD) which the student's manual, teacher's manual, and instructional outcomes assessment instrument are integrated in it".

Consequently, school officials were coerced to shift the delivery of instruction to learners from the traditional face-to-face teaching to remote learning. Remote learning is a form of schooling where teaching and learning is done at a distance through technology including discussion boards, video conferencing, and online assessments. It is characterized by the student and the teacher who are not physically present in a traditional classroom environment. Remote learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

In the Philippines, just as when schools in basic education levels were anticipating the official termination of regular classes in a few days, the national government enforced the national lockdown immediately after the legislation of the enforcement of IATF-guidelines on COVID-19 quarantine protocols.

In the next months, the Department of Education (DepEd) mandated that all basic education schools under its direct supervision have to utilize modules to continue the learning of learners. In June 2020 under Deped Order No. 018, s.2020 the modules began to be rolled out in schools nationwide. Shortly after the distribution of modules through the local government units, perturbing fracas about errors incurred in the construction of the modules surfaced bringing the whole DepEd agency into embarrassing lampoon as the modules contained errors not only in grammar but in content. This infuriated groups of civilians and professionals who incessantly hurled mocking remarks to officials of the department not excluding Secretary Briones.

Equally vital in the educative process is the variable on instructional materials. In teaching, the transfer of learning to learners is facilitated by the presence and use of readily available instructional materials. On the contrary, the absence of institutional materials would pose gross inefficiency in the transfer of learning by teachers to their learners.

The sudden migration from face-to-face instruction in the Philippine Department of Education to modularized instruction at the beginning of school year 2020-2021 created a whirlwind among the school's primary stakeholders particularly school administration and teachers who scampered to develop materials to continue learners' learning for the first school year under the new normal.

The development of instructional materials particularly modules in the DepEd was presaged by overwhelming inadequacies. First, DepEd was in quandary of competent course designers and subject matter specialists who had to collaborate in the development of modules. Second, the development of modules failed the stage of validation because of constraint in time in evaluating the usability of modules.

Alternative Delivery Modules or Self-Learning Modules (SLMs) are self-contained, self-instructional, self-paced and interactive learning resources for public schools intended for learning a specific topic or lesson where the learner interacts actively with the instructional material rather than reading the material passively. SLMs become an ideal learning resource and therefore a priority in remote or distance learning where a teacher is unable to provide the constant instructional supervision and guidance in a classroom setting.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. Instructional materials include printed materials and multimedia materials, and includes materials used in the classroom and available in the libraries. Certain criteria should be observed in the selection of instructional materials primary of which is that instructional materials should conform to the educational goals of the national government as stipulated by law.

In relation to the teaching of Araling Panlipunan, Article XIV, Section 3 (2) of the 1987 Philippine Constitution clearly states, "All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of

national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

Apparently, this mandate already unveils important criteria in the construction or selection of instructional materials to be used in any teaching enterprise. These criteria include among others psychological and cognitive appropriateness, diversity with respect to differentiated instruction, authenticity of the material, inclusive, contextualized, motivating and targets development of higher order thinking skills.

An experimental research conducted by Irmawan, Suharno and Saputro (2020) showed that the use of Mobile Learning Media (MLM) was effective to improve both the teachers' performance in teaching and the learners' critical and creative thinking skills through their significant improvement in the post test administered to them.

The construction and utilization of instructional materials in the educative process prove indispensable as revealed by numerous studies. Olawale (2013) claims that instructional materials as aids in teaching enhance, facilitate, and make teaching and learning easy, lively and concrete. Also, Bukoye (2019) echoes the important role of instructional materials which includes the enhancement of memory level of learners, improves student rate of accumulation, assists in giving sense of reality and permits learners and teachers to experience in concrete terms learning activities that promote self-evaluation.

Extant research, however, shows that most studies conducted on instructional materials have been focused on the traditionally-viewed academic subject areas such as mathematics (Zulyadaini, 2019; Capuno, et al., 2019, science (Adalikwu & Iorkpilgh, 2013; Rogayan & Dollete, 2019); and English language teaching (Tarrayo & Anudin, 2021), and literature Ambayon (2020).

There are many instructional materials that can be used to enhance learning in Araling Panlipunan; however, there are times when materials are not available. To solve the problem, the teacher should have competence in the preparation of authentic materials appropriate to the lesson objective. To assure the quality of modules constructed by teachers, they should be subjected to validation by subject matter experts. Pana and Escarlos (2017), stated in their study entitled Contemporary Teaching Strategies On Students' Attitude, Academic Performance and Acquisition of The 21st Century Skills that Araling Panlipunan has been noted as one of the important factors in Makabayan as an interdisciplinary subject that paves the way to the foundation of inculcating nationalism, patriotism, and responsible citizenry among the learners. The new curriculum trend and a bundle of innovations lead to the massive changes in the Philippine Social Studies education pedagogy. It was also the opinion of the participants that field trip was important to the teaching of Social Studies as well as importance of teaching aids in Social Studies.

This research attempts to fill the continuous gap in the availability of instructional resources that have been approved for use in both in-person and online learning. This study is anticipated to be an innovative investigation in the creation of educational resources for the teaching of Araling Panlipunan. As the aforementioned review has shown, majority of

researches on educational materials is done outside the Philippines. The studies on instructional materials that have already been conducted in the Philippines, however, have only focused on science (Adalikwu & Iorkpilgh, 2013) or math (Ambayon, 2020). Higher education is typically the focus of studies on the efficacy of educational materials in the social sciences.

STATEMENT OF THE PROBLEM

This study generally aimed to develop and validate instructional materials for the teaching of Araling Panlipunan based on learners' needs analysis. Specifically, it sought to answer the following questions:

1. What are the identified needs of learners of Araling Panlipunan informants?
2. What features of instructional materials could be included to address the identified needs of Araling Panlipunan learners?
3. What instructional materials can be crafted to address the needs of learners in teaching Araling Panlipunan?
4. How valid are the crafted instructional materials for Araling Panlipunan learners?

RESEARCH METHODOLOGY

Drawing from an analysis of learners' needs, this research employed a qualitative design to develop instructional materials in the teaching of Araling Panlipunan for use in the intermediate grade level particularly in the fourth grade. This study followed three important phases including the analysis of needs of learners of Araling Panlipunan, the development of instructional materials, and the validation of instructional materials by Araling Panlipunan subject experts.

Preceding the development of the instructional materials required two kinds of data categorized as primary and secondary. Primary data were gleaned from the interview sessions while the secondary data were gathered from analysis of documents. The qualitative research design was appropriate for this study as it allowed the researcher to gather empirical data from a phenomenological approach.

Being a pioneering study in the development of instructional materials in the teaching of Araling Panlipunan, this study posits potential advantage of building theories which will serve to buttress future research endeavors such as quantitative research designs on this same topic or cross-sectional, correlational or longitudinal studies to test theories derived hereby.

PARTICIPANTS OF THE STUDY

Total of 30 pupils and three teachers were originally invited through a prior knowledge consent interview letter, but only 18 from the 30 pupils continued to take part in the interview. They were purposively selected from whom primary data for the needs analysis were obtained. These interview participants were officially enrolled Grade 4 learners of Balzain East Elementary School in Tuguegarao City, Cagayan. Principal reasons for the selection of these participants were their accessibility, familiarity, and proximity to the researcher being the sole Araling Panlipunan subject teacher for the intermediate level in the school. Fifteen participants from each of the two sections were selected based on the following set of criteria for inclusion: 1) interviewees should be bonafide learners of Balzain

East Elementary School; 2) they should be in the 4th grade level; 3) they should belong either to the first 5, middle five or lowest five academic ranking; 4) they should have manifested their consent through their parents' signing the letter of consent; and 5) they should agree to observe prevailing protocols enforced by the local government.

Balzain East Elementary School is chosen to be the site of this qualitative study because this is where one of the researchers currently teaches and resides. Being a local resident of Balzain East, one of the researchers is afforded convenience of transportation and communication and maximized social capital through her relatives, friends and neighbors whose children attended her class. Balzain East Elementary School is the sole public elementary school in the whole barangay of Balzain. It is located five kilometers from the Tuguegarao City Hall. In 2020, it has an official enrollment total of 421 from Kindergarten to Grade 6 clustered into 15 sections with two sections in the elementary and three sections in pre-school. Currently, the school has 16 teaching personnel headed by 1 school head.

To validate the instructional material being the curriculum output in this study, three validators were requested to validate the crafted instructional material, but these experts do not know each other in any way. In this manner, their feedbacks on the data are not influenced by common views, but are rather kept distinct and uninfluenced. They utilized an assessment instrument adopted by the researcher. The instructional materials were evaluated based on the following factors: learning competency, content, language, social content, assessment, and intellectual property rights.

DATA GATHERING TOOLS

In this study, data gathering proceeded from archival and online research. Official documents, directives, memoranda and other related issuances from the Department of Education (DepEd) including curriculum guide, most essential learning competencies (MELC) were reviewed for necessary data on the present status of Araling Panlipunan teaching in the Philippines.

To gather data empirical for the needs analysis, interview sessions were conducted with the participants. At the outset, the interviews necessitated the construction of an interview protocol which consisted mainly of the research question to be answered and the specific questions which the study embarked to find answers. The interview protocol was assessed for usability and was validated through an institutionally standardized instrument. Two versions of the interview protocol were prepared to be used with the teachers and another one for the pupils wherein it was translated to Tagalog and Ibanag to be easily understood.

These interview protocols were forwarded to the Institutional Review Board (IRB) of the University of Cagayan Valley (UCV) who was assigned to evaluate the validity of the data collection instrument through the assessment of the relevance of the interview questions based on their conformity to the main research questions.

In addition, there were four modules developed for every grading period, such as instructional materials such as fact sheets, info graphics, digital posters, pamphlets, hand-outs, study guides, graphical charts, tables, maps and globes, photographs, still pictures, slides, films, filmstrips, simulations, subject-matter vocabulary, and videos with links from

you tube channel were as well incorporated as part of the innovation in the conduct of this research.

VALIDATION

Two important instruments were subjected for validation in this study. First, the interview protocol was submitted to the researcher's thesis adviser for evaluation. The validated interview protocol is the data gathering tool that was used to glean data from the learners and teachers for the analysis of their needs. To assess the conformity of the interview protocol with the research questions, a validation instrument furnished by the university research board was provided to the researcher. The second output subjected for validation was the developed instructional materials. A survey questionnaire was administered with teachers to extract information and data on the validity and usability of the newly developed instructional materials.

Consent letters were sent to each of the families of the selected learners for their parents to affix their signature if they agree for their child to participate as interviewee for the data collection.

Ethical considerations were explicated both in the letter and orally by the researcher when she came face-to-face with the learners' parents. Interview notes were prepared and used during the interviews. Once the participants' parents agreed with the researcher for the audio-recording of the interview, the researcher recorded the proceedings of the interview conversations. This allowed the researcher to facilitate the interview process. Later playing of the interview audio facilitated the encoding of the interview transcripts. The audio recording gave access to either back playing or forwarding the taped exchanges.

DATA ANALYSIS PROCEDURES

Three discrete but interlaced phases dominate the analysis of data in this study: needs analysis of learners of Araling Panlipunan, development of instructional material and validation of the developed instructional design.

Data gathered from the interview sessions with the 18 pupils and three teacher-informants were transcribed individually. After the encoding of the audio-taped conversations was completed, the transcripts were read and re-read for the purpose of familiarization with the raw data. In this process of getting familiar with the raw data, motifs were already spotted through the pattern manifested by the iterations of responses in the interview sessions. The process of initial coding of the encoded transcripts of the interviews was performed. The initial coding occurred in two phases: coding and category identification.

Coding is the process of labeling and organizing qualitative data to identify different themes and the relationships between them. In coding, transcribed statements or responses were marked in various ways to indicate initial categories of responses. Assigned textual codes in words or phrases believed to capture the general idea the statements contain, imply or literally mean were created. The codes served as category identification for recurring themes. The themes were subjected to analysis and summarized.

The next process is intermediate coding which involves first the selection of core category and data saturation. The core categories were used for the identification of the learners' needs. The identification of the needs of learners provided a basis for the next major phase in

this study which was the development phase. For the construction of instructional material to be used for Araling Panlipunan teaching in Grade 4, four lessons from the existing MELC, one competency from each grading period, was deliberately chosen. The selection was based on the least mastered skills based from the Most Essential Learning Competency (MELC). It was ascertained that the least mastered skills for each grading period was the one considered for which the instructional material was developed and designed based from the collectively claimed by the participants.

To develop the instructional materials, this study followed the Successive Approximation Model (SAM) paradigm espoused by Michael Allen. The Successive Approximation Model (SAM) is remarkable for its recursive process of developing an instructional design. This ID model consists of three steps including the preparation phase, iterative design phase and the iterative development phase.

The Preparation phase sets the background of the study. In this phase, the researcher gathered information from data sources through analysis of documents from the government and from the Department of Education such as memoranda, curriculum guide and the most essential learning competencies (MELC). Empirical data through interviews with learners and teachers were collected to secure vital information needed and for the establishment of the context for the project. The content and scope of this phase indicated the breadth and depth of the needs analysis undertaken. The interview sessions marked the characteristic identity of the end of the first phase of this model which is the "Savvy Start" where pieces of information were extracted from different sources. The interview sessions with the students afforded substantial data for the needs analysis.

The Iterative Design phase, the goal was to design and prototype the developed material. The development of the instructional material relied on the existing format of the DepEd in which nine parts were included:

The material was evaluated by the Education Program Supervisor of Araling Panlipunan in the Division of Tuguegarao City, besides three in-service teachers. This means that the researcher, based on the methodological analysis of learners' needs, included the essential elements in the design of the instructional material ensuring that the innovated instructional material conforms to the educational thrust of Araling Panlipunan as stipulated by the Department of Education. This designing and prototyping stage allowed generation of feedback based on the initial impression and evaluation of the newly constructed instructional materials.

In the final Iterative Development phase, the finished prototypes that have been developed and implemented were evaluated for acceptability, relevance, usability, and appropriateness. A validation tool was administered with the selected pool of evaluators who were teachers of Araling Panlipunan involved in the preliminary stage as interview participants. These teacher-evaluators simulated the innovated instructional materials in their class and were interviewed for qualitative feedback. The development and implementation phase reverted to the iterative design phase after feedbacks from the evaluators were gleaned. These processes actualized the concept of approximation and iterative characteristics of Allen's instructional design model.

With the abrupt implementation of modularized instruction by the Department of Education at the height of infections caused by the Covid-19 pandemic before the school year in 2020 began, this model of ISD apparently proves to be the most appropriate, exigent, and viable to address the dearth of instructional materials teachers of Araling Panlipunan in particular and teachers of basic education in general can use at the time of emergency remote learning. Moreover, the development of these instructional materials provides solution to the expressed dissuasion of pupils to accomplish particular tasks required of them to finish in their modules. At the moment the country is still haunted by uncertainties regarding the normalization of teaching and learning processes. Traditional face-to-face education appears to be far-fetched as people are recalcitrant from getting the vaccine shots. Aggravating the condition is the fact that the supply of vaccines exported to the Philippines comes in inadequate number against the government targets.

The use of SAM in this study will help fill that impending void and will offer a bright spot for the Department of Education if it will heed the creation of an instructional material that it can use for the continuation of transfer of learning at the time of Covid-19 lockdown. It should not be misconstrued, however, that the creation of this instructional materials using the SAM model is beneficial only during the imposition of the quarantine protocols. As such, this instructional material developed in this study can still be utilized in distance education or online learning in the post-Covid-19 pandemic.

The third phase of the data analysis involved the validation of the designed instructional materials. For the evaluation of the instructional materials designed, the following steps were followed: 1) informal validation by an education expert; 2) three teachers' feedback and comments; 3) final validation by a curriculum specialist based on these factors: learning competency, content, language, social content, assessment, and intellectual property rights.

RESULTS AND DISCUSSIONS

Table 1: Themes derived from the analysis of codes and categories

PUPILS	TEACHERS	CATEGORIES	THEMES
4, 5, 6	1	Reason AP is enjoyable	Pupils' and teachers' valuation of Araling Panlipunan.
7, 8, 9	2	Reasons AP is uninteresting	
10, 13, 14		Pupils' challenges in AP	Difficulties encountered in Araling Panlipunan
	3, 4	Teachers' challenges in Araling Panlipunan	
11, 12		Experience of pupils with Araling Panlipunan	Justification of learners needs
	5, 6, 10, 11, 12, 14	Experience of teachers with Araling Panlipunan modules	
15	13	Contemporary instructional materials used in Araling Panlipunan teaching	Design elements of Instructional Materials to be used in teaching Araling Panlipunan
16	7, 8, 9, 15, 16, 17, 18, 19	Suggested instructional materials in teaching Araling Panlipunan	

Needs of Learners in Studying Araling Panlipunan

Based on the analysis in this study, the needs of learners of Araling Panlipunan were identified. The theme that emerged on the valuation of Araling Panlipunan as a subject foregrounds the challenging situations encountered by learners vis-à-vis certain AP topics. There are certain topics in each grading period that learners find uninteresting to students. These are categorized as "Reasons AP is an uninteresting subject and students' and Teachers' challenges in studying AP.

These certain topics disliked by the learners include the Branches of the Government, Philippine Products, Philippine Territory, Philippine Geography, EDSA Revolution, articles on the Rights of the People, Philippine Culture. Learners pointed out that what makes these topics boring is the fact that they are required to memorize too many names, dates, articles, and other data such as locations.

Among the reasons cited by the informants include the difficulty of remembering details ("*nahihirapan po ako magkabisado*"), the difficulty of understanding because the explanations provided were inadequate ("*Mahirap intindihin kasi ito ay nakakalito at kulang sa paliwanag*"), too many topics to learn, difficulty of pronouncing names ("*Mahirap po bigkasin o basahin yung mga pangalan…*"), the readings are too long ("*Ayaw ko masyadong mahaba binabasa sa modyul*"), too many topics to read ("*Kasi ayaw kong magbasa ng mahahabang pangungusap*"), too many activities and questions to answer in exams ("*pagsasagot sa maraming pagsusulit*"), questions were too hard and there are times that answers were not indicated in the answer key ("*…wala sa answer key yung ibang mga tanong blangko*"), explanations were difficult to understand ("*Mahirap pong intindihin ang explanation sa modyul*").

Learners found the lessons in AP difficult to study because instructions in the module were not clearly stated "*Mahirap po pag-aralan dahil Malabo po ang modyul"; para sa akin hindi klaro ang nakasaad at mahahaba at explanation"; "Minsan po nalilito ako sa instruction kaya hindi ko masagot ng tama po ang mga tanong"; Minsan po nahihirapan ako sa ibang gawain na hindi malinaw ang gagawin ko*"). Many of the participants complained that the modules had misprints and typographical errors ("*Malabo po yung pagkakaprint at minsan kulang kulang po yung pagkakaprint"; Malabo po at minsan kulang ang mga letra"; "Gusto ko po yung paksa ang ayaw ko lang po ay yung mahirap unawain dahilan minsan malabo yung nakasulat sa modyul…*").

One of the difficulties expressed by learners is the absence of someone assisting them in accomplishing their tasks ("*Mahirap itong aralin dahil minsan walang nagtuturo sa akin sa bahay"; "wala masyadong nag eexplain sa akin"; "Marami ang babasahin at kailangan po ng tutulong para magawa at maipaliwanag nang Mabuti ang tungkol sa lesson"; "Minsan po nahihirapan ako sa mga ibang Gawain na hindi malinaw yung gagawin ko lalo na po kung wala pong tutulong sa akin na magmodyul*").

Some learners claim that AP is a difficult subject because it is difficult to study the past ("*Mahirap pag-aralan ang nakaraan*") and studying AP needs sharp memory to be able to remember location details ("*Mahirap kasi kailangan dito ang talas ng isipan at magaling magmemorize ng lokasyon*"). To others, AP is never enjoyable because some topics are

"*boring and I am not interested about the cultures of the Philippines*"). Learners demand that colorful visuals, graphics, and drawings should accompany the textual information in the modules ("*Dapat ang mga drawing may kulay*").

Learners also have issues with the level of language used in writing the modules, too many lessons and activities required to be accomplished, long texts to read, or even some technical aspects of the module publication. This was considered difficulty among learners who claimed, "*Kasi malalalim minsan ang mga salita patungkol sa nakaraan*" [P3]; "*Mahirap po pag-aralan dahil malabo po ang modyul*" [P4]; "*I think it's difficult to learn AP because there's too many topic to learn*" [P5]; "*Ang ayaw ko lang po sa AP ung masyadong mahaba minsan ang mga binabasa sa modyul*" [P13]; "*Marami minsan ang kailangan mong basahin at kailangan po ng tutulong `para magawa at maipaliwanag nang mabuti ang tungkol po sa leson*" [P18].

Learners expressed their difficulty over having to study by themselves, not getting help or assistance from their parents or elders at home. An implied comparison between how they learn in school with a teacher always being around to offer help in case they need it. At home they are forced to study alone because their parents are out in their work. For them this makes AP learning challenging through modular instruction.

"*Mahirap itong aralin dahil minsan walang nagtuturo sa akin sa bahay*" [P10].

"*Yung iba Ma'am nahihirapan ako kasi tinutulungan ako ng Mama ko, Ma'am. Kasi Ma'am wala masyadong nag-eexplain sa akin Ma'am nang mabuti*"[P12].

All the three teacher-informants were aware of the difficulties their learners confronted due to the new learning environment in which they were studying without their teachers around them. Unlike in the ordinary classroom where learners normally work with teachers at their side, the modular mode of learning delivery left learners working either with the assistance of an elder or alone by themselves in the confines of their respective homes.

"*I can say that it is difficult also for them because it's their first time also to experience a new normal form of education*" [T1].

"*The student's learning was enjoyable yet difficult because of the pandemic*" [T2].

"*As our topic goes deeper, my students became aware of their family tree and the responsibility of each member of the family furthermore they have discovered their strong and weaknesses as a person, but because of the pandemic it's too hard*" [T3].

The negative remarks of students towards AP reveal the needs of learners to use instructional materials that address their cognitive, psychological, affective, physiological aspects. These instructional materials should be subsumed in the modules to be innovated in this study.

Secondly, it is important that the topics which learners find difficult to deal with should be reassessed if they are worthy to be included. Innovated modules should ensure that issues against material complexity, [un]appealing content, voluminous information, boring exams and activities, confusing directions, erroneous entries, trivial details, and plain texts be addressed.

While historical details are important, innovated modules should have activities that facilitate understanding of these details rather than memorizing facts so that learners find relevance of these details, historical events and social phenomena in their lives, be able to connect it to

societal occurrences, movements and structures. The pedagogy of Araling Panlipunan should reflect strategies and activities that facilitate critical thinking and this is what learners should gain rather than the perpetuation of regurgitating facts which they abhor doing in their studies.

Furthermore, the negative remarks of students towards their Araling Panlipunan subject reveal the needs of learners for modules that incorporate instructional materials that will make the learning of Araling Panlipunan interesting, user-friendly, but without necessarily compromising the content considered essential in AP studies.

Taking into account the positive attitude towards AP, modules should maintain learners' zeal in studying Araling Panlipunan though the substance of the learning content the course subject offers. Already the learners have expressed positive outlook towards AP by their conviction that through this course, their knowledge increases. Innovated modules should ensure that they contain materials and knowledge were understanding of society, government and culture interplay.

The second theme that was elicited from the analysis centered on the challenges encountered by the pupils and the teachers in studying Araling Panlipunan.

The introduction of modular mode of learning delivery resulted in uncertainty especially among learners and their parents because the latter had to take over the place of teachers teaching and facilitating their own children's academic work in the confines of their own homes. But for learners whose parents have to be burdened by work, they were forced to study by themselves ("*Dahil po walang nagtuturo sa akin lalo't na nasa trabaho ang aking magulang at bilang panganay, ako ang nagtuturo sa kapatid ko"* [P14]; **"***Minsan po nalilito po ako sa mga nakasulat na explanation at may online class po ang mga kapatid ko po. In short, busy po silang lahat kaya po ako lang po mag-isa nag-aaral ng module ko po kaya lalo po akong nahihirapan" [P1]; Nakakabagot ito dahil misan ay wala akong kasamang magmodyul"*[P10].

Understanding concepts by themselves through the use of modules proved to be extremely difficult because learners have to study and accomplish their tasks as indicated in the modules given them even if they lack complete understanding of their tasks. *Para sa akin hindi klaro ang nakasaaad dito at mahahaba ang explanation at minsan tinatamad po akong magbasa"* [P1]; *Mahirap pong intidihin ang explanation sa modyul"* [P4]; "*Kasi po masyadong maikli yung explanation sa bawat topic kaya po nakukulangan kami sa pag-intindi patungkol po sa bawat topic" [P3]*.

Learners complain about the length of the material they are asked to read *("Yung minsan mahaba ang binabasa, minsan inaantok ako kapag mahaba ang babasahin"* [P18]; *Minsan po nakakaboring at yun nga po ay mahaba mga explanation po"* [P1]; *'Pag nagbabasa ka ng mahabang salaysay* P11; "*Masyadong mahaba minsan ang mga binabasa sa modyul at dahil mahaba nakakantok"* [P13]; *As I have said that it's very broad/ masyadong malawak ang sakop ng AP, ang daming babasahin that is why I find it uninteresting"* [P5].

They dislike memorizing details such as names, dates, and historical facts from events that took place in the past ("*Ang pinakaayaw ko ay ang isaulo ang mga nangyari na nangyari na at nakalipas na. Nakakalito, Ma'am"* [P16]; "*Mahirap magmemorize"* [P8]; *"Pagkabisado*

ng mga pangyayari at sitwasyon" [P11]; *"Minsan andaming i-memorize na pangalan ng tao, petsa, at mga pangyayari,nahihirapan akong magmemorize at may mga salita minsan na hindi ko maintindihan"* [P13]; *"Mahirap unawain o intindihin ang paksa sapagkat napakalito pagsaulo ng petsa at mga pangyayari"* [P16].

Learners whine about having difficult questions in the module. **"Ang ayaw ko sa pag-aaral ng araling panlipunan ay ang mga mahihirap na tanong"** [P10] while others are distressed for not finding the answers to difficult questions in the answer key *"Ang ayaw ko po Ma'am sa pag-aaral ng Araling Panlipunan yung mga wala sa Answer Key po, Ma'am. Yung ibang mga tanong Ma'am, blanko Ma'am. Wala"* [P12]; *There are instances that I cannot find the answers of the activity in the explanation* [P6].

There are also complains about the physical format of the modules where learners complain about the features of the printed texts claiming that *"Maliliit po ang mga letra sa module"* *[P4]* which prevents them from understanding the content of their lesson. Worse it makes them sleepy and uninterested to continue with their tasks. Other learners complain of encountering vocabulary which they find untenable. *"May mga salita na mahirap intindihin"* *[P11]* while others say that given tasks are not appropriate *"Yung activity hindi siya akma"* *[P12]*.

In terms of the content of lessons, learners criticize the existing inclusions stating categorically that the lessons are boring *"Para sa akin nakakabagot ang araling panlipunan dahil ang mga lesson ay halos tungkol sa ating ekonomiya, kasaysayan, heograpiya"* *[P15]*; **"Nakakabagot o nakakawalang-gana sapagkat ang hirap ng buhay ng mga Pilipino. Ang pamahalaan ay dapat gumawa ng paraan para mapaunlad ang bayan lalo na ngayon na pandemic. Ang pamahalaan ang siyang dapat umalalay o tumulong sa mga taong bayan. At kapag boring ang titser."** From these statements, one can surmise that the learners are not able to see the connection of what they are studying and the actual realities they experience outside of their instructional materials. It can be conjectured that the lessons in the modules fail on this respect of demonstrating to learners that the lessons are drawn from societal occurrences, events, and phenomena. What is implied here is that lessons to be included in the module should be made meaningful by letting the learners find the connection between what is in their modules and what is actually happening, what they actually witness in their communities. In other words, the lessons in the modules should be made relevant to the lives of the learners and should empower learners to think about actions on how they can participate in making their society habitably better.

Learners lament the absence of games from their modules stating **"Wala pong games sa module"** *[P4]*. This is another aspect to be considered in module construction. This is also to address the apparent concern on the complexity and length of reading texts to be included. Games should accompany the readings, so that learners maintain their interest in completing their comprehension tasks.

During the third and fourth grading periods when the school attempted to migrate from pure modular delivery to blended learning, one of the difficulties encountered by learners was when there was power outage or when the internet connectivity was sluggish. This scenario disrupted their concentration studying and ruins their enthusiasm to continue with their

lessons. "*Minsan po pag online class nawawalan po ng internet kaya po nakakaboring at saka po wala pong binibigay na challenge game/quiz katulad po ng jumbled letters* [P3]; *Mahina at mabagal po ang internet Minsan nagha-hang kaya di po nakakaengganyo minsan"* [P7].

It is clear from responses of the AP teachers that they are fully aware of the difficulties of the learners encounter with modular instruction. Teachers have expressed their qualms about learners having to accomplish their learning tasks without assistance from their teachers who "*think their weakness is how they can do the activities correctly in the ADM, because they learned on their own without the supervision of their subject teacher. Some of them have a difficulty in reading and understanding the lesson in their material"* [T1]. *For example, draw the picture that comes next following the arrow. If you are going to analyze the direction it seems very simple but honestly without supervision, they can't do it correctly" [T2].*

Others have stated their concern about their learners not being able to *follow directions/instruction written in the ADM, because some of them can't even read and know what to do w/o the teacher supervision [T2].* Teachers were also pondering on the learners' attitude on AP who consider the course *"too boring sometimes it's because more on explanation and they are too lazy to read long text/sentences" [T3].*

Teachers' ordeal in AP is heightened by having learners who submit modules without accomplishing their tasks. "*I encountered or checked some activities that are not answered correctly. For example, Isulat ang TAMA kung ang pangungusap ay tama, at kung hindi isulat naman ang salitang MALI. Pupils only wrote T/M, it should be the whole word TAMA/MALI"* [T1].

Challenges encountered by the learners and teachers of Araling Panlipunan are compounded by the use of haphazardly constructed modules. As instructional materials, modules are self-contained teaching instruments that ensure clearer understanding of concepts by learners because they can accomplish learning tasks at their own pace. However, data in this research foreground the contrast of this assumption when learners indicated that the modules contain content and typographical errors or even missing parts accruing to learners' difficulty understanding the lesson.

It is important that the data gathered for the valuation of AP and the difficulties encountered by pupils and AP teachers be considered and studied as these data account for the needs of the learners.

Data gathered in this research reveal the needs of learners in the present Araling Panlipunan subject. In the foregoing themes, valuation of Araling Panlipunan as a subject area and the challenges underscored by both learners and teachers disclose the needs of learners regardless of if the response of the informants is positive or negative.

Features of instructional materials in AP to be developed

Based on the implications of the responses of the informants, features of the new modules to be developed will incorporate the implications of their narratives which will serve to justify the needs of learners.

Learners complain about the degree of difficulty of questions in their lessons. For the learners the questions were too hard to answer. This issue was compounded by some

technical issues such as the printing of the texts in the module which the pupils claimed was not clear or having errors. "*Yung mga questions po mahihirap*" [P1]; *Malabo po yung pagkakaprint at minsan kulang kulang po yung pagkakaprint*" [P3]; **"*Malabo po at minsan kulang ang mga letra*"** [P4].

These remarks make clear that modules should be reviewed against the MELC and the lesson objectives be revisited to check the alignment of the elements of the instructional design in order to ensure that what the learners are studying conform to the expectations set for their grade level. Because the learners have expressed reluctance in reading **"*One is too many topic to read and I'm not fond of reading, 2nd is too many activity*"** [P5]; *Kasi ayaw kong magbasa ng mahahabang pangungusap*" [P9]; *Gusto ko po yung paksa ang ayaw ko lang po ay yung mahirap unawain dahilan minsan Malabo yung mga nakasulat sa modyul at minsan naman ay masyadong mahaba yung explanation*" [P14]; "M*ahaba at ang daming i-mememorize*" [P8].

One of the negative notions on Araling Panlipunan is the idea that it makes life of students tedious because of the requirement to memorize factual details which discourage learners to learn the subject seriously. For the learners, the requirement to read lengthy texts is aggravated by the textual plainness of the entire material unappealing to the curiosity of learners. Instead of inducing the learners to read the contents of the module, learners feel discouraged to read upon seeing the long texts, misprints, and boring contents of the module. "*Ang ayaw ko sa modyul ko na AP ay malabo ang mga litrato, minsan nagmomodyul ako tapos malabo yung litrato kaya hindi ko maintindihan*" [P10]; "*Dapat ang mga drawing may kulay Ma'am kasi ang pangit kapag tignan ang story niya, Ma'am*" [P12].

Another issue raised by learners is the inclusion of long and numerous tests in the existing module where learners complain of **"*Pagsasagot sa maraming pagsusulit*"** [P11].

Existing modules have unclear directions making learners confused with that they have to do with their tasks. This becomes more critical especially when they are left alone without the supervision of any elder at home. Accomplishing their tasks in AP becomes extraordinarily difficult. **"*Minsan po nahihirapan ako sa mga ibang gawain na hindi malinaw ung gagawin ko lalo na po kung wala pong tutulong sa akin na magmodyul. Buti na lang po may answer key po sa likod*"** [P13]; "*Minsan po nalilito ako sa instruction kaya hindi ko masagot ng tama po ang mga tanong sa ibang gawain*" [P18]. Since teachers are not actually present beside a learner when the latter opens a module, it makes sense that every small detail related to understanding the tasks in the module be made explicit. The principle here is that the module should interact with the learner as if the learner is in fact talking to a teacher inside the classroom.

On the other hand, teachers expressed concerns about the budget of time allocated to the study of Araling Panlipunan. They claim that the existing amount of time given to learners to complete the requirements of the course is not enough especially with slow readers. Teachers claim that their learners "*need more time to exert and execute in this subject especially in the lower grades like in grade 1 and 2. We have only 40 minutes/day. The time allotment is not enough, and I also wanted to say to reduce the subjects in the primary level. Sometimes we cannot cover the subject Araling Panlipunan in the morning because Pupils in grade 1 and 2*

need guidance in reading and writing. They already spend time in reading and writing. Since Araling Panlipunan was the 4th or the last subject in the morning. That's the reason why sometimes this subject can no longer be tackled because of lack of time" [T2].

Secondly, learners need assistance in studying AP, but nobody is around to provide them with scaffolding for them to be able to accomplish their tasks. Since they are studying at home with their modules, most of them are left alone with themselves struggling to understand concepts and finishing their tasks. Teacher state that *"TIME and supervision of teachers/parents and materials that can be easily answered by the learners based for their needs"* [T1]; *"It is known that Araling Panlipunan is one of the major subjects in the primary level, but it is given only 40 minutes a day…too short for the learners to accomplish the activities that are given to them. And for the activities it should be self-answered activity"* [T1]; *"We should give more time so that the students have more time to study or learn. I am not a hypocrite teacher, I know that sometime, in grade 1-3, Araling Panlipunan was not taught every day because Of time lost and too many subjects in the morning. Hence, it is the last subject in the morning"* [T2].

Like their learners, teachers cite those other instructional materials such as videos and books can be employed to make the learning of AP more interesting. This implies that the present modular delivery of instruction needs to include these materials. The belief of teachers is echoed in these lines: *"Learning is more fun if students can watch videos so if possible DepEd should provide centralized ready to use PowerPoint Presentations or videos in each lesson that is already quality assured and they should have educational tour because I do believed that "Experience is a lifelong learning from their best teacher"; ...the idea of learning by doing helps learners to build positive attitudes and readiness to practice those activities at home and in the community in the future. Another one is Araling Panlipunan books should be more on pictures that is very attractive not on written words only so that upon glancing on the books students become more interested in their lesson* [T3]; *"Pupils are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are embedded. Also, thinking about the content within real-world experience is important because pupils see the real-world relevance of what they are learning. So, they become interested and motivated"* [T3].

Another reason for the improvement of AP modules is the fact that there are learners in the higher elementary level who have difficulties reading. This is one challenge teachers of AP confront because this situation gives them room for insecurity especially knowing that they have learners who are not able to comprehend their tasks and accomplish the learning activities without their teacher's support. *"When students are well verse already in reading, well the teacher can prepare themselves well in teaching AP because as we all know, teaching AP, is more on reading, understanding the topic and more on memorizing the dates, names of popular people and etc."* [T2]; *"Reading and following simple directions"* [T1, T2].

One should note a reaction of a teacher here who posited that AP is on memorization. This should also be addressed in the modules to be constructed. This justifies the act of revising

the aim of teaching AP. This is crucial in the teaching of students because teacher's notions about the knowledge they teach is what they impart to their learners.

Teachers have expressed the value of contextualizing their lessons to fit to the needs of their own learners. This justifies those instructional materials be prepared by the end-users such as the teachers because they know for themselves what the needs of their learners are. Constructing their own learners' modules also gives teachers sense of ownership of the materials they use in their teaching in addition to making teachers more proficient in their actual teaching because of their mastery of the whole lesson and teaching tools. *Before facing the learners, teachers should have advance reading about lesson to be taught and have always the passion to teach especially Araling Panlipunan Subject"* [T1]; *Teachers can teach well Araling Panlipunan by contextualizing their lesson because I believed that pupils learn concepts and construct meaning through interaction and interpretation of events in their environment"* [T3].

Importantly, teachers hone their pedagogical competence through their attendance to continuing professional education and training programs where they endeavor themselves to gain further knowledge and skills in teaching AP, keeping themselves aware of the latest trends in teaching strategies and innovative ways to teach AP. *Teachers should continuously attend workshops in teaching the subject and in developing materials to be used in their teaching"* [T1]; *We need time, seminars, and other source to get information about subject matter"* [T2]; *Attending Webinars on Araling Panlipunan, and all teachers of the same place they should make their own contextualized AP materials not coming from the national level because they are more familiarize to the place where they are teaching"* [T3]; *Attending INSET, advance reading every time I will conduct online classes"* [T1]; *Based on reading my lesson and through my own experience"* [T2].

Instructional Materials to be Developed to Address the Needs of Learners in AP

To be able to determine the instructional materials that need to be developed for the teaching of Araling Panlipunan, an inquiry about the existing instructional materials being used in the teaching of AP was undertaken with the research participants.

Existing instructional materials used in Araling Panlipunan teaching include **"***Mapa, globo at libro at iba po, Ma'am. Picture po, video at PowerPoint po, Ma'am"* [P1]; "*It's always Cartolina and sometimes she uses a powerpoint presentation using the TV"* [P5]; "*Modules, books, laptop, mic, online class and videos from e-tulay, artifacts and photos"* [P6]; "*Videos mula sa youtube, pictures during online"* [P8]; "*Yung tv po at laptop tas yung libro po maam"* [P9]; "*Visual aids, tisa,pisara, powerpoint, google meet, zoom at kahoot"* [P11]; "*Ang ginagamit po ng aking guro ay nagpapanood po ng video,powerpoint,at kahoot kapag may activity kami"* [P13]; "*Powerpoint at printer, laptop, google meet, zoom at kahoot"* [P14]; "*Ang ginagamit ng aking guro sa pagtuturo sa Araling Panlipunan ay laptop at blackboard"* [P15]; *Gumamit ng PowerPoint at video sa pagtuturo ang aking guro. Mayroon pa kaming pictures.* [P16]; *Blackboard, chalk, powerpoint, online class gamit ang google meet, zoom at kahoot.* [P18]. These are what learners enjoy and, thus, they should be incorporated in the modules to be designed.

Modules to be designed should ensure alignment to the elements of instruction in planning. It is also necessary that teachers acquire technical knowledge in using online applications to facilitate their teaching in AP. *"Due to pandemic I need to equip myself to the new trend in teaching which is in using the different platforms like conducting an Online class using Google meet, Zoom, and Google classroom. I prepared also PowerPoint presentation with animation for me to motivate my learners"* [T1]; *We used online class, using gadgets and internet, modules in teaching AP last year with the new normal form of studies" [T2]; Most of the materials that I used last year needed to be contextualized and I downloaded videos on my own expense. I made power point presentation for my online classes [T3].*

Based on the data gathered in this study, it is clear that learners and teachers recognize the importance of advanced technology in facilitating the understanding of concepts in Araling Panlipunan. Games, puzzles, and graphic devices are also medium that encourage learners to study. *Ang mga kagamitang ginagamit ng aking guro para mapadali ang mga lecture na tinuturo ay through online, video, games sa APP kahoot"* [P1]; *"Kahoot, Google meet at Microsoft teams"* [P3]; *"Photos, videos and slideshares"* [P6]; *YouTube, pictures during online"* [P8]; *Laptop po.* P9, *ppt at videos"* [P11]; *cellphone, computer at iba pang mga gadgets po"; Online class, module at video e-TULAY na may iba't ibang pictures na nagtuturo po"* [P12]; *"Paggamit ng laptop,gadgets at online na activity yung kahoot"* [P13]; *Gumamit ng powerpoint sa online"* [P16]; *"Sa tingin ko po libro"* [P17]; *"Paggamit ng online game gaya ng ginawa naming pagsagot sa kahoot"* [P18]; *"colorful drawings, photos, and short videos for a specific lesson"* [T1]; *"drawing things, people, animals, plants, and everything they see around them" [T2]; LAS, Quality Assured ADM, Quality Assured videos [T2, T3], culminating activities"* [T3]; *"interactive activities"* [T1]; *By using videos, pictures etc. [T2]; "field trips" T3; SIM, LAS, video aided lesson"* [T1].

Although several of these are already existing in the existing modules, it is necessary that instructional materials be reviewed for alignment and appropriateness of the materials. Instructional materials should provide learners with the enthusiasm and motivation to learn. **"***Because of the pandemic brought by covid, instructional materials should be interactive and fun to answer in order for learners to be motivated in the subject AP"* [T1].

Since time is short for AP, the instructional material must include truncated reading materials or passages that compromise the learning content. *"The content of the material should be more specific easy to understand even without the supervision of the elders/parents"* [T3]. Care should be deliberated on the time allotment to be given to learners from different cognitive abilities. As one teacher stated, *"They need more time and reduce the subjects to be taught in the primary level. Primary students were confused because of too many subjects to learn. They don't even know on what lesson for the day, they are going to retain in their minds. Even us teachers, sometimes we were confused too because of too many subjects to be taught"* [T2].

One of the perennial difficulties of teachers is the presence of non-readers in the class. This is a challenge teachers have to contend with especially in the provincial elementary schools. The challenge on literacy was emphasized stating that pupils can hardly understand *"subjects*

without letting them know how to read because It's useless. So, we must spend time to let all the students know how to read first" [T2].

The features of modules to be provided should accommodate implications of responses of the participants in this study. Araling Panlipunan is perceived as a boring subject because of the methodologies employed by traditional teachers. With the implementation of modular delivery of instruction where teachers teach in a remote mode and learners are usually taking care of their own lessons, there is a high tendency for learners to disregard Araling Panlipunan as an academic study if traditional strategies of teaching continue to be the dictum. How to make AP interesting should be the enterprise of teachers especially during the lockdown when learners stay in their homes and modules are the only safe way to continue schooling. If the relevance of AP lessons remains obscure to learners, the whole AP teaching enterprise will fail. Since modules are the tools being used now, these instructional materials should entice learners to study. Activities should entice learners to work with their assigned tasks *So that they will not quote ARALING PANLIPUNAN a boring subject. Instead, it is a subject where they can learn about our country with fun and joy" [*T1].

One of the teachers indicated her preconceived notion about Araling Panlipunan, and like some of her learners she claimed that *"AP is a boring subject [so that] we need to make the materials very catchy to the interest of our students in order for them to be more motivated in learning" [T3].*

Very importantly, teachers must construct modules that include simplified version of complex concepts for easier understanding by learners. **"***Make it more simple and easy for learners" [*T1]; "*Simplify, elaborate the lesson according to the needs and experience of the learners" [T2].*

Lessons to be included in the modules should closely associate theories and principles on social life, government affairs, and history with the real-life experiences of learners as well as events happening around them, so that they can relate the relevance of AP lessons to their actual experiences in the society in which they belong. Data in this study clearly underscored the specific topics which students find irrelevant to their lives. This concern should be addressed by the new module to be produced where learners see themselves taking active roles in solving societal problems or understanding why social phenomena happen. The responses of teachers manifested that they exact relevance of what they teach their pupils inside their classroom and what their learners actually see in their society. Lessons should be closely related to the pupil's life "*Because it is where they can reflect their ideas and they practice what they have learned from the lesson" [T3].*

Finally, these responses denote the indispensability use of higher technology in the teaching of AP where both pupils and teachers in the cotemporary context desire **"***Interactive activities, photos, colorful drawings, videos, and activity games" [*T1]. The utilization of digital media was also desired "*We should consider elements like short videos or film strips, colorful pictures, diagrams, fun activities" [T3].*

Quantitative

Validation of the newly-crafted instructional materials

The development of the new instructional materials was subjected for validation through the collaboration of three validators. One of the validators was a Regional Learning Resource Supervisor, one was a Master Teacher 1, and a Teacher 3 Araling Panlipunan subject teacher. The validation tool was adopted from the DepEd Regional Office in Tuguegarao, Cagayan. The tool comprised of seven (7) factors including 1) Learning Competency, 2) Content, 3) Language, 4) Social Content, 5) Assessment, 6) Format and Technical Specifications, and 7) Intellectual Property Rights.

The table below shows the mean and standard deviation of each of the indicators used to evaluate the validity of the newly developed modules for the teaching of Araling Panlipunan in Grade 4.

They were asked to rate their judgment on the validity of the develop instructional material using the following four-Likert scale: Very Satisfactory (4), Satisfactory (3), poor (2) and needs improvement (1).

Prior to the calculation o CVI, the relevance rating must be recoded as :

Likert Scale	Recode
1 and 2	0
3 and 4	1

Table 2: Results of the Validation of the Newly Crafted IMs of Delphi Technique

	Expert 1	Expert 2	Expert 3	Expert Agreement
F1	4	4	4	4
F2	3.5	3.9	4	3.8
F3	3.42	4	4	3.81
F4	3.66	4	3.83	3.83
F5	3.66	3.67	4	3.78
F6	3.64	4	3.25	3.63
F7		3.65	4	3.8
Proportion Relevance	**3.65**	**3.89**	**3.87**	**3.80**

Note: For the Learning Resource to PASS, it must at least obtain a general rating of **SATISFACTORY,** upon incorporation/integration of the recommendations on findings or observations.

Recoded Scale
Table 2a

	Expert 1	Expert 2	Expert 3	Expert Agreement
S1	1	1	1	3
S2	1	1	1	3
S3	1	1	1	3
S4	1	1	1	3
S5	1	1	1	3
S6	1	1	1	3
S7	0	1	1	2
Proportion Relevance	0.86	1	1	

Table 2b: Results of the Validation of the Newly Crafted IMs of Table

I-CVI=Total Expert Agreement/Total Expert	Universal Agreement
1.0	1
1.0	1
1.0	1
1.0	1
1.0	1
0.67	0
Sum of I-CVI= 6.67	Sum of UA= 6
Sum of I-CVI/No of Items= 0.95	Sum of UA/No. of Items=0.86

The table shows that the computed content validity index of the newly crafted instructional material is 0.86 which is considered acceptable and highly relevant. When there are more than five experts, there can be a modest amount of disagreement (e.g., when there are 2-3 experts, the I-CVI must be at least .80 (Davis, 1992). The newly-developed instructional materials comprising four modules were rated with a descriptive value of Very Satisfactory by the validators. Thus, the newly-developed modules are highly recommended for use in the teaching of AP.

CONCLUSION

From the data gathered, four themes emerged including (1) learners' and teachers' valuations of the existing instructional materials in Araling Panlipunan, (2) difficulties encountered in Araling Panlipunan pedagogy, (3) justifications of learner's needs, and (4) design elements of instructional materials for Araling Panlipunan pedagogy. The valuations of learners and teachers of the existing instructional material used in Araling Panlipunan pedagogy disclosed the needs of learners from the intersection of the positive reasons and the negative reasons. The use of IM's for the delivery of learning proved to be indispensable during the pandemic as it was the sole practical method to transfer formal learning.

The challenges the learners and teachers experienced with the use of the existing modules developed by the DepEd that was used in the academic year 2020-2021 indicated further the needs of the learners. Among the learners' need in their Araling Panlipunan subject include instructional materials such as modules whose contents include the essential concepts that are presented briefly but substantially, explicit instructions for their tasks, inclusion of games, colorful visuals and graphic organizers to aid understanding, with reasonable number of activities, relevance of lessons to their actual daily experiences.

RECOMMENDATIONS

This study apparently lends itself within the bounds of the research local and in the process has, thus, limited itself within the vantage of probing institutional practice including pedagogy in Araling Panlipunan and those involved in the generation of data for analysis. Given this context:

➢ it is urged that future research to be undertaken along this same route include more teachers of Araling Panlipunan from who pedagogical needs be explored much more in depth. The wealth of information to be obtained through other research methodologies will present a triangulation of data and information for the research problem.

- ➢ the development of curriculum outputs such as the modules here require established development models for instructional designs. This study was limited to the existing MELC of the Department of Education; thus, there is a limitation of data source for the needs analysis conducted particularly on the external needs such as existing laws, policies, and socio-cultural demands where the school operates. This has implications in the localization, contextualization, or indigenization of lessons which impacts transfer of learning to students as claimed in the interviews. In addition, national examinations were not also included in the analysis.

- ➢ other types of instructional materials either embedded or stand-alone should be considered for development. These materials should include other types of non-projected visuals such as flip cards, realia, mockups, dioramas and exhibits as well as audio media like audiotapes to be made for those without access to the internet. More games should also be conscientiously integrated to increase the attractiveness of the learning material.

- ➢ It is highly recommended that the instructional material developed in this study be utilized in actual teaching to obtain empirical data for the evaluation of learners and not only experts which this study afforded to undertake.

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