

Effectiveness and Usefulness of Student Worksheets as Secondary Social Studies Teaching Resource

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ABSTRACT: This study determined the effectiveness and usefulness of the proposed Worksheets in Studies (Araling Panlipunan) 10-Contemporary Issues in public secondary schools of Zone 2, DepEd Schools Division Zambales, Philippines school year 2021-2022. The study used descriptive research design and utilized a survey questionnaire as the main instrument for data collection. Results revealed that the academic performance of the students in Studies 10-Contemporary issues during the 3rd Quarter was Approaching Proficiency and improved to Proficient during the 4th Quarter after the utilization of the developed worksheets. Based on the review and appraisal of the Social Studies teacher-evaluators, the developed Worksheets are useful in terms of Practicality. The ANOVA computation results revealed that there is a significant difference in the appraised level of usefulness of Worksheets. The Pearson r Correlation computation established a significant difference between the students' academic performances during the 3rd and 4th Quarters. The t-Test of relationship computation showed no significant relationship between the students' 4th quarter academic performance and the usefulness of the Worksheets. An enhanced Worksheet for AP10-Contemporary Issues was developed based on the result of review and appraisal of the material.

Keywords: Teaching Resource, Student Worksheets, Effectiveness, Usefulness, Secondary Schools, Social Studies.

1. INTRODUCTION

Present day Social Studies teachers are encouraged and in fact required to use modern teaching aids to teach social studies to make classroom more lively, understandable and comprehensive to all learners (David & Vera, 2017). Social Studies has been conceptualized and taught in a variety of ways. According to National Council for the Social Studies (NCSS) [2013], it can be in the form of disciplinary, interdisciplinary, and multidisciplinary. Arifin, Warni, Latisma, Oktavia (2018) and United Nations International Children's Emergency Fund (UNICEF) [2020] argued that the more of the senses of the learners the Social Studies teacher can stimulate and bring to bear on issues taught, the greater would be the attainment of stated objectives in the learning domains. Materials and resources can effectively be utilized to accomplish this purpose. Monding & Buniel (2022) pointed out that it is important for modern day Social Studies teachers to teach Social Studies with careful selection and the use of instructional resources for teaching and assessment be suitably employed at all levels to promote effective teaching and learning.

The development of learning materials like Student Worksheet is indispensable in the world of education (Mansing, 2022). One of the advantages of developing a Student Worksheet can be designed in accordance with the circumstances of learners and school characteristics. Julianti & Sumarmin (2019) stated that the use of the appropriate situation, Student Worksheet can enhance the mastery of concepts. The development Worksheet is indispensable in education to improve the skills of learners in a certain discipline (Karsli, 2009 in Julianti & Sumarmin, 2019). The student worksheet is a guide for students in which the worksheets are used to conduct an inquiry or problem-solving activities. It can be a guide for cognitive aspect development exercises as well as guidelines for the development of all aspects of learning in the form of experimental or demonstration guidelines (Trianto, 2008 in Putra, Herman & Sumarmo, 2017; Rahayu, Syafril, Wati & Yuberti, 2017; and Wahyu, Ramadhan Sumarmin & Dwi, 2018). Student Worksheet development is expected to increase the learner activity in the learning process by way of learning process is accompanied by the rules of scientific approach. Chen (2011 in Reppdayanti & Mawardi & Oktavia, 2019) states that student achievement increases when taught by using teaching material developed in accordance with the needs of students.

Pursuant to DepEd Order No. 12, s. 2020 titled 'Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the light of COVID -19 Public Health Emergency' which allows instruction to focus on the Most Essential Learning Competencies (MELCs) and ease the requirements for adapting classroom-based resource for distance learning amid challenging circumstance. Resources which enhance effective learning should include the resources that are able to make permanent impressions on the minds of the learners. Under DepEd Order No. 001 s. 2021, assessment of activity sheets will adopt a pass-fail method. The materials will undergo four areas of evaluation, which focus on its content, organization/structure, design and lay-out and practicality. According to de Guzman & Ecle (2019) and Deliquiña & de Guzman (2021), to address the quality concern, educators must also address issues regarding quality of learning and assessment materials. With this, usefulness and effectiveness come after. With these above discussions, a study to determine the effectiveness and usefulness of Worksheet materials for teaching Social Studies for the utilization of public schools in Zone 2, Schools Division of Zambales during the school year 2022-2022 was conducted.

Specifically, the study determined the performance level of the Junior High School students before the utilization of Worksheets in Social Studies (*Araling Panlipunan*) 10-Contemporary Issues; as well as the performance level of students after the utilization of Worksheets; and appraised the usefulness of the Worksheets 10 Contemporary Issues in terms of Content, Structure, Design, Lay-out and Practicality. This study tested if there a significant difference on described level of usefulness in the Worksheets in Social Studies 10-Contemporary Issues; if there is significant difference between the Third Quarter and Fourth Quarter performances of the students after utilizing the Worksheets in Social Studies 10-Contemporary Issues; and if there a significant relationship between students' Fourth Quarter academic performance and the assessed Usefulness of Worksheets in Social Studies 10-Contemporary Issues. This study produced an enhanced worksheets based on the result of the appraisal of the usefulness of the worksheet as instructional and assessment material.

2. METHODOLOGY

The research design of the present study is quasi-experimental. The main instrument of the study was a survey questionnaire intended to appraise and review the usefulness of the worksheets. Indicators are based and pattern on DepEd Memo No. 018, s.2020. Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan; and the studies of Chen & dan Li (2020), Julianti & Sumarmin (2019), and Iskandar, Mustaji & Jannah (2020).

The instrument is composed of (a) Contents, (b) Structure, (c) Design & Lay-out, and (d) Practicality. This was used by the Social Studies teacher-respondents to assess if the indicators are Very Evident, Evident, Less

Evident or Least Evident in the developed Worksheets. Since the instrument is a researchers made, it was submitted to experts for checking to make sure of its validity. To test the reliability of the research instrument, a pilot test was conducted. Cronbach’s Alpha values for the indicators were determined after. Contents (0.901=Excellent);Structure (0.814=Good); Design & Lay-out (0.814=Good); and Practicality (0.751=Acceptable). The academic performances in the third and the fourth quarters for school year 2021-2022 of the students in Social Studies (*Araling Panlipunan*) 10-Contemporary Issues were requested from the teachers of Grade 10 who were also teacher-respondents of the study. In this study, a total of 29 teachers are handling Social Studies 10.

A total population of one hundred sixteen (116) Junior High School Social Studies teachers are the respondents of the study. The teachers are employed in the fifteen (15) secondary and integrated schools of Zone 2, DepEd Schools Division of Zambales, Philippines. This group of respondents appaired the usefulness of the worksheets for Social Studies 10-Contemporary. The study used a descriptive statistical technique such as frequency counts, simple percentage, rank and mean. Analysis of Variance (ANOVA), Pearson r and t-Test were used as inferential statistics. The interpretation of the academic performance in Social Studies 10 – Contemporary Issues used the DepEd grading system.

3. RESULTS AND DISCUSSION

1. Performance Level of the Junior High School Students Before the Utilization of Worksheets in Grade 10 Contemporary Issues

Findings of the study revealed that the **performance level** of the junior high school students before the utilization of worksheets in Grade 10 Contemporary Issues was 87.18 interpreted as Approaching Proficiency. The performance level of the junior high school students after the utilization of Social Studies (*Araling Panlipunan*) Worksheets in Grade 10 Contemporary Issues was 92.14 interpreted as Proficiency. The worksheets utilized was effective to improve the academic performance of the students.

Table 1: Performance Level of the Junior High School Students before the Utilization of Worksheets in Grade 10 Contemporary Issues in Third and Fourth Quarters

Performance Level of the Junior High School Students in Grade 10 Contemporary Issues	Third Quarter Before the Utilization of the Worksheets		Fourth Quarter After the Utilization of the Worksheets	
	Frequency	Percent	Frequency	Percent
96-100 (Advanced)	0	0.00	0	0.00
90-95 (Proficient)	0	0.00	23	79.39
85-89 (Approaching Proficiency)	27	93.14	6	20.61
80-84 (Developing)	2	6.86	0	0.00
75-79 (Beginning)	0	0.00	0	0.00
Total	29	100.00	29	100.00
	Mean = 87.18 (Approaching Proficiency)		Mean = 92.14 (Proficiency)	

Before the utilization of the Worksheets, the performance of the students in Third Quarter was Approaching Proficient. The Araling Panlipunan teachers need to carefully select, study, and employ more efficient and effective instructional material and instructional assessment material in delivering/executing lessons in Junior The findings collaborate with the results of the studies conducted by Khoiriah & Tri Jalmo (2020) showed that their students’ performances before the utilization of student Worksheets and Practice Sheets was approaching to proficiency to satisfactory.

The result of the assessed performance of the students in the Fourth Quarter was exemplary. This signifies that the students performed well and accomplished adequately their tasks and exercises contained in the Araling Panlipunan Contemporary Issues Worksheets. Moreover, it was evident that the students understood the contents, accomplished the exercises/practice tests, and evidently learned the subject/discipline AP Contemporary Issues utilizing the material. The use of Worksheets yields positive outcome in the academic performance and improved learning behaviour of the students of Social Studies 10. Dizon, de Guzman, Uy & Ganaden (2021) and Abrar, Yusuf, Sjattar & Rachmawati (2020) presented the necessity for schoolteachers to utilize appropriate instructional pedagogies and materials and assessment materials to enhance students' learning outcomes (character, knowledge and skills).

2. Usefulness of the Worksheets in Grade 10 Contemporary Issues

The Social Studies teacher-evaluators found that indicator 7, stating that the material's content is valid and reliable as instructional assessment tool (WM=3.77, rank 1) was very evident indicator of Content as aspect of Usefulness of the Worksheet in Social Studies (*Araling Panlipunan*) 10-Contemporary Issues. Based on the evaluation of the Social Studies teacher-respondents, the content elements of a Worksheet were very evident primarily on the validity and reliability as instructional assessment tool in Social Studies 10-Contemporary Issues. In terms of validity of the Worksheet, the material's assessment method matches the content of the contents/lessons. The assessment method is explicit in terms of procedures correlating with competencies to be achieved; and the material relates to whether scores reflect the items being tested. Fran & Laura (2019) reported on the level of validity and acceptability of learning material as perceived by the expert-respondents in terms was found to be evident. While Chen & dan Li (2020), a valid instructional assessment and materials should have contents/topics, which are in appropriate level of difficulty, usefulness, and appropriateness. According to Center for Innovation in Teaching & Learning (2021), generally, the material's validity is the accuracy of the conclusion, measurement, and concept correspondence to whatever is being tested. Repdayanti & Mawardi & Oktavia (2019) revealed that the practice exercises material evaluated is very usable in terms of contents and objectives/goals, then, it is also highly valid and reliable.

Table 2: Appraised Usefulness of the Worksheets as to Content

Content	Weighted Mean	Qualitative Rating	Rank
1. The formulation of competence in the preparation of teaching assessment materials (e.g. Worksheet) is clear.	3.72	Very Evident	6
2. The topics/lessons/issues are suitable to the learners' level of development.	3.66	Very Evident	10
3. The learning activities that are developed is supportive and in accordance with the established competencies.	3.69	Very Evident	8
4. The developed teaching/assessment material is complete and comprehensive, and clearly achievable.	3.72	Very Evident	6
5. The material enhances creativity, innovation, engagement and the material's order of presentation of contents is arranged logically, showing the ability of learners	3.72	Very Evident	6
6. The material contributes to the achievement of specific objectives.	3.68	Very Evident	9
7. The material's content is valid and reliable as instructional assessment tool	3.77	Very Evident	1
8. The material provides for the development of the higher cognitive/thinking skills.	3.73	Very Evident	3.5
9. The material's content is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.74	Very Evident	2

10. The material content enhances the development of desirable values and traits.	3.73	Very Evident	3.5
Overall Weighted Mean	3.72	Very Evident	

Indicator 2, The topics/lessons/issues are suitable to the learners' level of development was assessed least from the rank (WM=3.66, rank 10) interpreted as Very Evident. This indicator's weighted mean was least from the rank, however for the teacher-evaluator this was still interpreted as very evident. In the Worksheet, the topics/lessons/issues are appropriate to the learners' level of development. The Worksheet in Social Studies Contemporary Issues developed for the Fourth Quarter Period was based on the Most Essential Learning Competencies (MELC) in Araling Panlipunan Grade 10. The MELC contains the Content and Performance Standards aligned and appropriate for Grade 10 Social Studies. With this process undertaken, the students are assured that the Worksheet developed for this study commensurate with the learners' knowledge, skills, and level of development. Nja, Umali, Asuquo & Orim (2019) reported on the level of acceptability of learning material as perceived by the expert-respondents in terms of objectives, contents, pre and post-test were very much accepted.

The Overall Weighted Mean of the appraised usefulness of the Worksheets as to Structure was 3.72 with qualitative rating of Very Evident.

The item which was appraised and evaluated by the Social Studies (*Araling Panlipunan*) teachers as Very Evident indicator of Structure aspect of Usefulness of the Worksheet was indicator 8, the vocabulary level in the presentation is aligned to the learners' level of understanding (WM=3.66, rank 1). The teacher evaluators of the Worksheet in Social Studies 10-Contemporary Issues found that the vocabulary level of the contents of the Worksheet is aligned to the learners' level of understanding as very evident. It was very evident that the preparation and development of the Worksheet highly considered the students' learning styles, diversity, interest and multiple intelligences. Department of Education Memo No. 018, s. 2020 supported an instructional assessment material like worksheets/practice sheets allows a classroom environment in which students are actively engaged in knowledge construction process and a shift in the role of instructor from knowledge transmitter to a facilitator of students' learning. Education Technology for Continuity (2020) argued that the Student Worksheet experiments have presented the material clearly and as a whole the content of student Worksheet is easy to understand so that learning goals can be achieved by learners.

Table 3: Perceived Usefulness of the Worksheets as to Structure

Structure	Weighted Mean	Qualitative Rating	Rank
1. The developed material is complete, comprehensive and clearly achievable.	3.53	Very Evident	4
2. The material's presentation is engaging, interesting, and understandable	3.31	Very Evident	9
3. The material's presentation engages and challenges children's' critical thinking.	3.59	Very Evident	3
4. The sentences and paragraph structures are varied and interesting to the target learner.	3.43	Very Evident	8
5. The material's presentation is expressed in mother tongue and/or English language for further understanding	3.65	Very Evident	2
6. The material's presentation allows active learning and uses real-life situations.	3.30	Very Evident	10
7. There is logical and smooth flow of ideas, topics and discussions	3.46	Very Evident	5

8. The vocabulary level in the presentation is aligned to the learners' level of understanding	3.66	Very Evident	1
9. The length of the entire presentation is suited to the comprehension level of the target learner.	3.45	Very Evident	6
10. The Inquiry & Play-Based Learning, Active learning uses real-life situations.	3.44	Very Evident	7
Overall Weighted Mean	3.48	Very Evident	

Indicator 6, the material's presentation allows active learning and uses real-life situations was assessed least from the rank (WM=3.30, rank 10) interpreted as Very Evident. This particular indicator was least from the rank however it was appraised by the teacher evaluator as a very evident indicator of Structure of a Worksheet. Based on the appraisal of the Worksheet in Social Studies 10-Contemporary Issues, it was very evident the material's presentation of contents, discussions and exercises allows and stimulates active learning. Moreover, it was also very evident the Worksheet presented examples and discussion of real-life situations where appropriate.

The information age education has not to just passively pass on knowledge but create active learners. To maximize learning experiences, real-world connections need to be incorporated into a lesson (Center for Innovation in Teaching & Learning, 2021). Instructional resource must help learners develop explicit skills and give tools that they would know how to apply further, so that they understand why what they're learning is useful and how it leads to them achieving their goals (DepED Order No. 12, s. 2020 and DepED Order No. 001 s. 2021). Department of Education Order No. 39 (2012) discussed that presentation of lesson materials can generally encourage learners to develop creativity in learning to encourage learners to actively develop and apply their abilities. The Overall Weighted Mean of the appraised usefulness of the Worksheets as to Structure was 3.48 with qualitative rating of Very Evident.

The item which was appraised and evaluated by the Social Studies teachers as Very Evident indicator of Design & Lay-Out aspect of Usefulness of the Worksheet was indicator 6, the paper used contributes to easy reading and easy to handle (WM=3.91, rank 1). The reviewed and appraised Worksheet was found by the teacher evaluators as very durable. The materials used in the construction (development and printing) of the Worksheet most especially the paper contributes to students' easy reading and easy to handle by the students.

According to Reyes & De Guia (2017), the quality of materials used in the making of the teaching-learning resources (booklet, worksheet, module, handbook) which is subject of evaluation should highly consider the format and aesthetic sense aimed to trigger interest and engagement. Kahar, Syahputra, Arsyad, Nursetiawan & Mujiarto (2021) claimed that the feasibility students' worksheet process is carried out by validating the students' worksheet products by material experts, linguists and layout design experts. Iskandar, Mustaji & Jannah (2020) revealed that the indicators written on the aspect of ease of use of students Worksheet are the type of materials used, the type of writing and the display used appeared to be very interesting and engaging.

Table 4: Perceived Usefulness of the Worksheets as to Design and Lay-Out

Design & Lay-Out		Weighted Mean	Qualitative Rating	Rank
1.	1. The size of letter/font is appropriate to the intended user.	3.54	Very Evident	5
2.	The spaces and font is easy between letters and words facilitate reading.	3.41	Very Evident	7
3.	The illustration is simple, realistic, easily recognizable and use appropriate colors	3.66	Very Evident	4

4.	The teaching/assessment material is attractive/appealing to student learning interest	3.67	Very Evident	3
5.	The illustrations (e.g. photos, diagrams, charts) are adequate in relation to text/content	3.72	Very Evident	2
6.	The paper used contributes to easy reading and easy to handle	3.91	Very Evident	1
7.	The words/statements component comply with the rules of a good and correct language	3.45	Very Evident	6
8.	The layout design, illustrations, pictures, photos are appropriate	3.40	Very Evident	8
9.	Printing is of good quality and durable that withstand frequent use	3.31	Very Evident	9
10.	Illustration clarifies and supplements the text/content and/or topic	3.29	Very Evident	10
Overall Weighted Mean		3.54	Very Evident	

Indicator 10, Illustration clarifies and supplements the text/content and/or topic was assessed least from the rank (WM=3.29, rank 10) interpreted as Very Evident. This indicator was least from the rank however it was appraised by the teacher evaluator as very evident indicator of Design and Lay-out of a Worksheet. The teacher evaluators found that the illustrations in the Worksheets such as still pictures, cartoons, graphic organizers, flow charts and others can make and can supplement the presented lessons, contents and/or topics in Social Studies (*Araling Panlipunan*) 10-Contemporary Issues clearer, direct, and simple. While Bernardo (2020) focused on individualized learning they should be designed and illustrated carefully to make sure that the learning exercise runs smoothly.

The Overall Weighted Mean of the appraised usefulness of the Worksheets as to Design & Lay-Out was 3.54 with qualitative rating of Very Evident.

Table 5: Appraised Usefulness of the Worksheets as to Practicality

Practicality	Weighted Mean	Qualitative Rating	Rank
1. Helps the educators the management of implementation of the Araling Panlipunan Program	3.95	Very Evident	2.5
2. Efficient instructional and assessment material to enhance the acquisition of skills	3.95	Very Evident	2.5
3. Increases learners' motivation, allows fun learning and ensures easiest way/mode of learning	3.84	Very Evident	8.5
4. Stimulates the learner to benefit from the Araling Panlipunan Program	3.98	Very Evident	1
5. Supports long-term retention and understanding of Araling Panlipunan lessons and topics	3.90	Very Evident	6
6. Considers learners' level and multiple of intelligences, skills and abilities	3.91	Very Evident	5
7. Reinforces learners' needs to be more competitive and promote long – term understanding	3.84	Very Evident	8.5
8. The time required in the implementation is short, fast, and appropriate	3.86	Very Evident	7
9. Ensures students' motivation and engagement to learning	3.64	Very Evident	10

activities			
10. Ensures the clarity of purpose and learning of the elements of knowledge to be achieved	3.92	Very Evident	4
Overall Weighted Mean	3.88	Very Evident	

Indicator 9, Ensures students' motivation and engagement to learning activities was assessed least from the rank (WM=3.98, rank 10) interpreted as Very Evident. Although least from the rank, the teacher-respondents still appraised that the Practicality of the Worksheet in Social Studies 10-Contemporary Issues was very evident since the instructional and assessment material allows and assures it is interesting and motivating to students. This also signifies that the students are well encouraged by their teachers to answer and learn from the activities of the materials. According to Whalen & Paez (2021), the developed worksheet significantly influences motivation and student responses, including competence to understand the material being taught. Monding & Buniel (2022) approves that the material will contribute to improved students' engagement and extrinsic motivation to learn.

The Overall Weighted Mean of the appraised usefulness of the Worksheets as to Practicality was 3.88 with qualitative rating of Very Evident.

3. Analysis of Variance on the Difference in the Perceived Level of Usefulness in the Worksheets in Grade 10 Contemporary Issues

Table 6: Difference in the Perceived Level of Usefulness in the Worksheets in Grade 10 Contemporary Issues

Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Between Groups	11.39	3	3.796	0.000	Ho is Rejected Significant
Within Groups	35.35	460	0.077		
Total	46.74	463			

Analysis of Variance on the difference in the perceived level of usefulness in the Worksheets in Grade 10 Contemporary Issues result showed that the significance value for the appraised/assessed level of usefulness of Worksheets in Social Studies (*Araling Panlipunan*) Grade 10 Contemporary Issues was (0.000) which is lower than (0.05) alpha level of significance. Therefore, reject the hypothesis. There is significant difference on the appraised/assessed level of usefulness of Worksheets in Grade 10 Contemporary Issues in terms of Content, Structure, Design & Lay-Out and Practicality. Attributed to this result could be the varied conditions, experiences, observations, and challenges as regard to the readiness of the school and the teachers in the preparation and utilization of instructional tool used for teaching (teaching resource) and for assessment for lessons in Social Studies. However, it was recommended that the teachers may be given continuous training on improvisation and localization in the preparations of instructional resources (Manalili, de Guzman & Ravana, 2022); in delivering multi-modal learning teaching approaches to cater to students' diverse learning styles (Ramos, de Guzman & Rico, 2021); and utilization of different assessment tools and techniques (Magsanop, de Guzman & Acuavera, 2022). These researches have shown that their developed instructional media are more important than other teaching media in terms of their role as a leading medium, arguing that they can be regarded as a tool for the efficient communication of teaching content.

4. Paired t-test of difference between the Third Quarter and Fourth Quarter Performance After Utilizing the Worksheets in Grade 10 Contemporary Issues

Table 7: t-test of Difference between the Students' Performance in the Third and Fourth Quarters

Performance	t	df	Sig. (2-tailed)	Interpretation
Third Quarter - Fourth Quarter	-19.688	28	0.000	Ho is Rejected Significant

Paired t-test of difference between the third quarter and fourth quarter performance after utilizing the Worksheets result revealed that the significance value for the performances of the students (0.000) was lower than the alpha level of significance (0.05). Therefore, rejected the hypothesis. There is significant difference between the students' academic performances in the Third and Fourth Quarters Social Studies (*Aralin Panlipunan*) 10-Contemporary Issues.

The students' academic performances during the Third Quarter in the Social Studies (*Aralin Panlipunan*) 10 – Contemporary Issues differ from the performances/scores in their Fourth Quarter after the usage/utilization of the Worksheets in Social Studies 10 – Contemporary Issues by the teachers. The Fourth Quarter period result after the utilization of worksheets in Araling Panlipunan 10 was 'Proficient' from previous descriptive rating of 'Approaching Proficiency' in the Third Quarter period. This particular result signifies that the students improved in learning Social Studies 10 – Contemporary Issues lessons in the fourth quarter after the teacher's usage/utilization of the Worksheets in AP 10.

Consistent with the above discussed finding were the results of the studies conducted by Idoko & Emmanuel (2015 as cited in Lazo & de Guzman, 2021); and Adu, Galloway & Olaoye (2014 as cited in Manalili, de Guzman & Acuavera, 2022). There is a significant difference between the students' academic achievement using established worksheets compared to conventional approaches. Idoko & Emmanuel (2015 as cited in Lazo & de Guzman, 2021) results of the post-test administered showed that there was significant difference between scores of experimental groups before and after intervention. It can be concluded from results that devised instructional material for Social Studies had a positive effect on academic achievement of students. Using a pre-test and post-test comparison-group design (Adu, Galloway & Olaoye (2014 as cited in Manalili, de Guzman & Acuavera, 2022).

5. Relationship between Students' Fourth Quarter Academic Performance and the Assessed Usefulness of Worksheets in Araling Panlipunan 10

Table 8: Test of Significance of the Relationship between Students' Fourth Quarter Academic Performance and the Usefulness of Grade 10 Worksheets

Pearson Correlation	-0.248
Sig. (2-tailed)	0.195
N	29
Interpretation	Little Negative Correlation
	Do not Reject Ho
	Not Significant

Relationship between students' fourth quarter academic performance and the assessed usefulness of Worksheets result indicated that the the computer-generated Pearson-r value (-0.248) denotes little negative correlation, therefore, do not reject the hypothesis, hence there is no significant relationship between the students' fourth quarter academic performance and the usefulness of the Worksheets appraised by the Social Studies teacher-respondents. This result signifies that there are other aspects such as other instructional resources; strategies/methods/techniques; teacher competence; school factors; family and personal factors that may affect (improve or deteriorate) the learning of the content by the students in Contemporary Issues. There are other dimensions inside the classroom and in the teaching and learning process that can facilitate

further the teaching and learning of Social Studies lessons. However, according to Salcedo (2017), instructional material evaluation is a key component of quality enhancement of learning materials and can also serve several key purposes such feedback mechanism and improvement (teachers and students). Ramos, de Guzman & Rico (2021) and Lazo & de Guzman (2021) reiterated that it can help teachers understand what approaches students find valuable and demonstrate to students that their opinions matter, and concerns are acted upon.

4. CONCLUSIONS AND RECOMMENDATIONS

This study concluded that the academic performance of the students in the Social Studies (*Araling Panlipunan*) 10-Contemporary issues during the 3rd quarter was Approaching Proficiency. The academic performance of the students in the Social Studies 10-Contemporary issues during the 4th Quarter after the utilization of worksheets was Proficient. The developed Worksheets in the Social Studies 10-Contemporary Issues are useful in terms of its practicality. The ANOVA computation showed a significant difference on the appraised level of usefulness of Worksheets in the Social Studies 10-Contemporary Issues. The t-Test result showed a significant difference between the students' academic performances the Social Studies 10-Contemporary Issues during the Third and Fourth Quarters while the Pearson r result indicated a no significant relationship between the students' fourth quarter academic performance and the usefulness of Grade 10 Worksheets. This study enhanced the developed Worksheet for the Social Studies 10-Contemporary Issues based on the result of review and appraisal of the instructional and assessment material.

In the light of the foregoing conclusions, it was recommended that the Secondary School Heads/Principals may conduct more orientations and Learning Actions Cells (LACs) sessions aimed at improving teachers' skills on the following: a. Providing deeper discussions, elaborations and providing examples in the Worksheets, suitable to the learners' level of development; b. Presenting contents and exercises in the material that allows active learning and uses real-life situations; c. Presenting contents and exercises in the material that allows more students' motivation and engagement; and Identifying and using appropriate photos and other illustrations and designing graphics that further clarifies and supplements the contents on the material. It was also suggested that to present the enhanced Worksheets in Social Studies Contemporary Issues to the Department Heads, School Heads/Principals, Supervisors, and Education Specialist/Curriculum Planners of the Division of Zambales for more review, critiquing, and utilization and future determination of the impact of the instructional assessment material; and the conduct of follow up study in other Zones in the Division of Zambales (Public and Private Secondary Schools) to validate the findings of the present study.

6. Enhanced Worksheets Produced to Help Improve Performance of Students?

Enhanced Worksheets in Social Studies (*Araling Panlipunan*) 10-Contemporary Issues

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The first page is a student worksheet titled 'Mula sa Isang Larawan...'. It includes a table for student information and a section for 'Ang Patalim ng Pilosopya sa Araling Patalim (1)'. The second page is a teacher's guide titled 'Maging Inyap sa Pagtutukoy ng Pagpapaliwanag sa Araling Patalim'. It features a flowchart of the branches of philosophy: **Ang Pagpapaliwanag sa Araling Patalim** (Philosophy) branches into **Ang Patalim ng Patalim** (Metaphysics) and **Ang Patalim ng Patalim** (Logic). The third page is a student worksheet titled 'Ang Patalim ng Pilosopya sa Araling Patalim'. It contains a table for student information and a section for 'Ang Patalim ng Pilosopya sa Araling Patalim (2)'. The fourth page is a student worksheet titled 'Ang Patalim ng Pilosopya sa Araling Patalim (3)'. It contains a table for student information and a section for 'Ang Patalim ng Pilosopya sa Araling Patalim (3)'. Each page includes a small illustration of a girl and a table for student information.

The first page is a student worksheet titled 'Pagpapaliwanag sa Araling Patalim'. It includes a table for student information and a section for 'Pagpapaliwanag sa Araling Patalim'. The second page is a teacher's guide titled 'Pagpapaliwanag sa Araling Patalim'. It features a flowchart of the branches of philosophy: **Pagpapaliwanag sa Araling Patalim** (Philosophy) branches into **Pagpapaliwanag sa Araling Patalim** (Metaphysics), **Pagpapaliwanag sa Araling Patalim** (Logic), and **Pagpapaliwanag sa Araling Patalim** (Ethics). The third page is a student worksheet titled 'Pagpapaliwanag sa Araling Patalim'. It contains a table for student information and a section for 'Pagpapaliwanag sa Araling Patalim'. The fourth page is a student worksheet titled 'Pagpapaliwanag sa Araling Patalim'. It contains a table for student information and a section for 'Pagpapaliwanag sa Araling Patalim'. Each page includes a small illustration of a girl and a table for student information.

5. REFERENCES

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