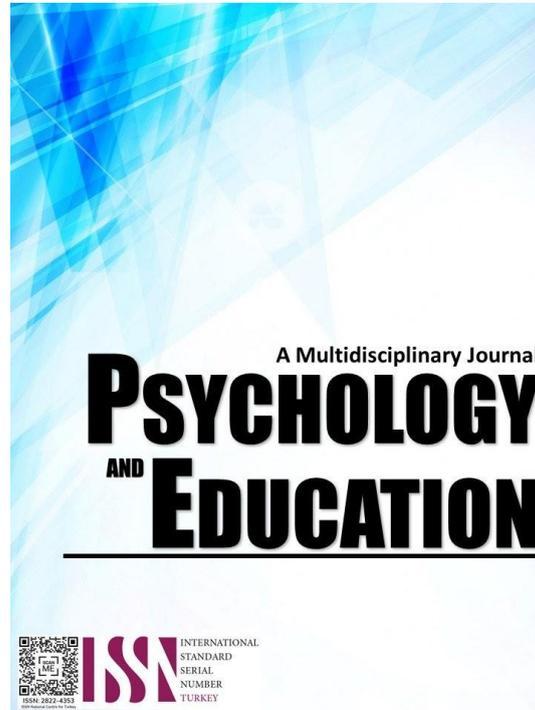


**CONTENT-BASED STRATEGIC TEACHING GUIDE  
IN TRENDS, NETWORKS AND CRITICAL  
THINKING IN THE 21ST CENTURY**



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## Content-Based Strategic Teaching Guide in Trends, Networks and Critical Thinking in the 21st Century

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### Abstract

The study aimed to develop, validate and determine the level of acceptability of a content-based strategic teaching guide in Trends, Networks and Critical thinking in the 21st Century in developing the competencies for the subject Oral Communication in Context. It utilized a quantitative method of gathering data based on a descriptive-developmental research design. Based on the findings, the competencies in Oral Communication in Context were successfully attained by the developed teaching guide. Critical thinking and problem solving gained the highest overall mean which is verbally interpreted as Proficient; written communication skills came second which is interpreted as Accomplished; and the third in rank is oral communication skills which is interpreted as Effective. The level of acceptability of the material was measured based on content, format, organization and presentation and accuracy and up-to-datedness of information. Results revealed that the material is highly acceptable based on the evaluation of HUMSS teachers, users and curriculum writers. Despite the high ratings, a few points for improvement were given by the curriculum writers which all focused generally on the design and physical features of the developed material. In conclusion, the developed material can be an efficient tool to teach the target subject area, but minor improvements shall be considered.

**Keywords:** *content-based, critical thinking, 21<sup>st</sup> Century*

### Introduction

The Department of Education curriculum guide highlights that Trends, Networks and Critical Thinking in the 21st Century is a specialization subject of Senior High School students under the Humanities and Social Sciences (HUMSS) strand. This course provides opportunities for students to discover patterns and extract meanings for emerging trends. It aids in developing their critical and creative thinking skills – essential tools for decision making and understanding “ethics of care”. This subject includes lessons about trends and fads, labor, migration, strategic analysis, intuitive thinking, climate change, information and communication technology, democratic interventions and neural and social network.

As the first batch of HUMSS students take this subject in 2016, no learning module and teaching guide were published by the Department of Education. This was a major struggle for HUMSS teachers considering the complexity and unfamiliarity of the content, learning competencies and performance standards mentioned in the curriculum guide. Today, the dilemma is experienced by the teachers assigned to teach the subject. Giving importance to the career paths of these students, intensive training should begin inside their classrooms and curriculum content must be delivered appropriately. In order to achieve such goal, the initial effort shall begin from the teachers to continuously improve themselves, their methods and their

resources. In the study of Krukru (2015), emphasis must be placed on instructional materials in order to inculcate the spirit of learning social studies. It is in the utilization of appropriate teaching materials that effective learning in the social sciences take place.

On the other hand, this research gave emphasis to the competencies needed to be developed in the subject Oral Communication in Context. OCC is a core subject in senior high school which roots for the development of listening and speaking skills and strategies for effective communication in various concerns. Proficiency in speech delivery and effective usage of communicative strategies are two major concerns of this area. As mentioned by Karim and Muhammad (2016), content-based instruction (CBI) is defined as the concurrent teaching of academic subject matter and second language skills. By providing students with authentic, meaningful academic contexts, it aims to develop both the students’ language and their content knowledge. In addition, some authors include the development of academic learning skills as one of the aims of CBI.

At present, no learning module and teaching guide have been released by the Department of Education. Although the subject is new to both private and public-school teachers, some of its content may be familiar to social science instructors. However, since the subject talks about trends, networks a critical thinking, it is impossible to find a single uniform reference that follows the curriculum guide. In order address such

problem, teachers purchase their own material from local publishing companies and think of random strategies to deliver the lessons properly. With this, the researcher developed a strategic teaching guide.

As cited by Farouqui (2008), a teachers' guide is the main if not the only way curriculum writers can establish a direct link to teachers and clarify their intentions to them. It presents the material and activities to be conveyed to the students. He emphasized that using a teacher's guide can have both positive and negative impacts. On one hand, a teacher's guide can function as a teacher training manual by giving detailed advice on how to use a particular approach. On the other hand, teachers may assume that teaching decisions made in the teacher's guide are better than those made by them. This may result in their failing to look at textbooks critically. For this reason, the output of this study is not based on any available textbooks but only relied on the target competencies in the curriculum guide.

### Research Questions

The study aimed to develop and determine the acceptability of a Contentbased Strategic Teaching Guide in Trends, Networks and Critical Thinking in the 21st Century for SHS instructors of Cluster BCAMT during the second semester of school year 2018-2019. Specifically, it sought to answer the following questions:

1. How was the content-based strategic teaching guide in Trends, Networks and Critical Thinking in the 21st Century for Oral Communication developed?
2. How do the experts evaluate the developed content-based strategic teaching guide with respect to:
  - 2.1 Content;
  - 2.3 Format;
  - 2.4 Presentation and Organization; and
  - 2.4 Accuracy and up-to-datedness of information?
3. What is the level of performance of the Grade 12 - HUMSS learners after exposure to the developed content-based strategic teaching guide as assessed by the teacher-users with respect to:
  - 3.1 Oral Communication Skills;
  - 3.2 Written Communication Skills, and
  - 3.3 Critical Thinking and Problem Solving?
4. What are the experts' recommendations on the developed content-based strategic teaching guide?

### Literature Review

Kern (2018) stated that CBI emerged out of various

concerns such as the frequent unsatisfactory results of traditional foreign language classes, the search for a truly communicative approach, the students' deficiency in academic language skills, the desire to use authentic and meaningful materials, and the fostering of critical thinking skills. Moreover, Kern (2018) also found out in his study that students perceive CBI as a highly advantageous method in acquiring new vocabulary through contextualized learning. This fact is also proven in the study of Alai, et. Alavi (2016) in which the researchers tested how CBI can improve students' language proficiency in grammar, vocabulary, and subject matter. Results revealed that students attained significant improvement in all three variables after the CBI treatment. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction with ease and greater effectiveness. These are the materials which support students learning and lead to increased academic performance. Regardless of their variation, they lie in one common ground. It is the ability to support teachers and students as well in the teaching learning process (Basilan 2018).

Bunch (2012) in his "Guidelines for ELA Instructional Materials Development" enumerated principles and procedures that could assist the instructors in developing instructional materials. This explained that the standards to be followed must compel different domains which complement the lesson and would allow students to integrate their learning. It is also vital for students to be exposed to variety of instructional engagement such as from formal, informal or group instructions.

As cited by Santos (2017), instructional materials, when properly written, prepared and presented could supply a complete basis for conceptual thinking and hence reduce meaningless words for the learners. He also pointed out that content that are clearly presented, formatted and organized can be interesting and enjoyable to learners which will make them more active in learning various topics. In the study of Catuira (2010), she stated that instructional materials and teaching programs are really part of educational system and relevant to the needs of learners and teachers. To be globally competitive, teaching methods and techniques have to be changed. Quality education starts with quality instructional materials. Furthermore, Cayabyab (2009) believed that in order to improve learning experiences of the students, they must be exposed to different learning materials which are properly evaluated and validated. In addition, she reminded the materials developer to be mindful to include only the appropriate and relevant topics in



their materials. Relatively, Kilzik (2018) identified the characteristics of a strategic teacher as a thinker and decision maker; one who possesses a rich knowledge base; and a modeler and a mediator of instruction. He also defined strategic learning, which is in effect, a highly probable outcome of effective strategic teaching.

## Methodology

This study used the developmental methods of research utilizing rubric-based assessment to various groups of student participants and the descriptive method of research utilizing a questionnaire-checklist. Descriptive method of research as defined by Thygesen et al. (2011), allows the researcher to collect data from personal case studies, newspaper reports and financial reports and contribute as a theoretical aspect to the research paper. The method clearly explains the cause and effect relationship between the variables in a project. On the other hand, as cited by Talavera (2015), developmental method of research seeks to create knowledge from instructional and development practices. Such practices include traditional stages of identifying the problem, research limitations, planning, creating the output, literature reviews, conducting, collecting, and analyzing the data, and lastly, the findings, conclusions and recommendations.

## Participants of the Study

The primary subjects of the study were the HUMSS students and teachers since they were the sources of data and the ones who benefit from the present study. Curriculum writers were one of the respondents of the study as well. Their expertise in the field of writing and evaluation were used to determine the validity of the output with regards to content, format, presentation and organization, and accuracy and up-to-datedness of information. Moreover, a total of 113 Grade 12 - HUMSS students of the school year 2018-2019 served as participants of the study since their performance in different competencies were assessed to determine the effectiveness of the output.

## Instruments of the Study

To measure oral communication skills, the researcher adopted a four-level rubric from the Oxford University Press (Canada) 2001. The level of performance of the students in written communication was determined by an adopted rubric from Florida South-western State College, Department of Institutional Research and Planning (2009).

On the other hand, to assess the performance of the students in problem solving and critical thinking, a rubric was adapted from Bowling Green University and Washington State University. On the level of acceptability of the content-based strategic teaching guide in Trends, Networks and Critical Thinking in the 21st Century, an adopted questionnaire-checklist was used. The items are adapted from the evaluation rating sheet for print resources used by the LRMS group of DepEd Rizal.

## Procedure

The study was undertaken during the school year 2018-2019 covering the second semester of the school year. Permission to conduct the study was secured from the office of the Schools Division Superintendent, Division of Rizal. Afterwards, the researcher developed a content-based strategic teaching guide in Trends, Networks and Critical Thinking in the 21st Century, and a researcher-made test was then constructed and validated. A questionnaire-checklist was prepared and distributed to HUMSS teachers and curriculum writers. The student respondents were exposed to the strategies in the developed teaching guide in topics for the second quarter. After the time period, teacher-users assessed the level of performance of the student-participants using the given rubrics.

A questionnaire-checklist was used to determine the level of acceptability of the developed content-based strategic teaching guide in Trends, Networks and Critical Thinking in the 21st Century. It was content validated by teachers in the field of research. HUMSS teachers also answered the questionnaire-checklist to determine the acceptability of the developed teaching guide with regards to contents, format, organization and presentation, and accuracy and up-to-datedness of information.

## Ethical Considerations

The researcher herself explained and gave the informed consent to each participant before the conduct of the study. She ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

## Result

### Development of Content-Based Strategic Teaching Guide in Trends, Networks and Critical Thinking in the 21st Century



The researcher determined the topics to be included in the teaching guide thereby focusing on the lessons for the second quarter including democratic interventions, information and communication technology, and neural and social networks. The activities were then conceptualized, lecturettes were gathered and illustrations were collected from various sources. The conceptualization of the design and layout followed then the final output was printed and bound.

**Evaluation of the Expert-respondents on the Developed Teaching Guide in Trends, Networks and Critical Thinking in the 21st Century**

Table 1 on the next page presents the results of the evaluation of the expert-respondents in the developed content-based strategic teaching guide in Trends, Networks and Critical Thinking in the 21st Century with respect to content.

As reflected, the evaluation of HUMSS teachers on the content of the developed material gained an average mean of 4.44; with no great difference, the assessment of curriculum writers reached the average of 4.50; while the users’ evaluation reached the average of 4.13 which are all verbally interpreted as Outstanding. Moreover, the eleven (11) desirable traits considered by the Department of Education are all observed by the respondents upon browsing the developed material.

Table 1. *Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Content*

Content	HUMSS Teachers		Curriculum Writers	
	Mean	VI	Mean	VI
Content is suitable to the students’ level of development.	4.40	O	4.86	O
Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	4.50	O	4.57	O
Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving etc.	4.50	O	4.29	O
Material is free from ideological, cultural, religious, racial and gender biases and prejudices.	4.30	O	4.29	O
Material enhances the development of desirable values and traits such as:	4.78	O	4.67	O

Content	Users		Overall	
	Mean	VI	Mean	VI
Content is suitable to the students’ level of development.	4.33	O	4.55	O
Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	4.33	O	4.50	O
Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving etc.	4.33	O	4.40	O
Material is free from ideological, cultural, religious, racial and gender biases and prejudices.	4.33	O	4.30	O
Material enhances the development of desirable values and traits such as:	4.00	VS	4.65	O

Content	HUMSS Teachers		Curriculum Writers	
	Mean	VI	Mean	VI
(Put a check mark only to the applicable values and traits)	f	%	f	%
Pride in being a Filipino	1	10.0	2	28.6
Scientific attitude and reasoning	1	10.0	2	28.6
Desire for excellence	2	20.0	2	28.6
Love for country	2	20.0	2	28.6
Helpfulness/ Teamwork/ Cooperation	1	10.0		
Unity			1	14.3
Honesty and Trustworthiness			2	28.6
Ability to know right from wrong			3	42.9
Respect	2	20.0	5	71.4
Critical and creative thinking	2	20.0	4	57.1
Productive work	1	10.0	2	28.6
Material has the potential to arouse interest of target reader.	4.50	O	4.71	O
Adequate warning/cautionary notes are provided in topics and activities where safety and health are concern. (If applicable).	4.30	O	4.29	O
Overall	4.44	O	4.50	O



Content	Users		Overall	
	Mean	VI	Mean	VI
(Put a check mark only to the applicable values and traits)	f	%	f	%
Pride in being a Filipino	2	66.7	5	25.0
Scientific attitude and reasoning	2	66.7	5	25.0
Desire for excellence	1	33.3	5	25.0
Love for country	2	66.7	6	30.0
Helpfulness/ Teamwork/ Cooperation	2	66.7	3	15.0
Unity	2	66.7	3	15.0
Honesty and Trustworthiness	1	33.3	3	15.0
Ability to know right from wrong	2	66.7	5	25.0
Respect	1	33.3	8	40.0
Critical and creative thinking			9	45.0
Productive work	2	66.7	5	25.0
Material has the potential to arouse interest of target reader.	4.00	VS	4.53	O
Adequate warning/cautionary notes are provided in topics and activities where safety and health are concern. (If applicable).	3.00	S	4.16	VS
Overall	4.13	VS	4.42	O

This implies that the lectures and activities included in the teaching guide are appropriate to be used to teach the focus subject.

Table 2. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with respect to Format in Terms of Prints

Prints	HUMSS Teachers		Curriculum Writers	
	Mean	VI	Mean	VI
Size of letters is appropriate to the intended user.	4.40	VME	4.43	VME
Spaces between letters and words facilitate reading.	4.60	VME	4.71	VME
Font is easy to read.	4.70	VME	4.57	VME
Printing is of good quality (i.e. no broken letter, even density, correct alignment, properly placed screen registration)	4.50	VME	4.57	VME
Overall	4.55	VME	4.57	VME

Prints	Users		Overall	
	Mean	VI	Mean	VI
Size of letters is appropriate to the intended user.	4.33	VME	4.40	VME
Spaces between letters and words facilitate reading.	4.33	VME	4.60	VME
Font is easy to read.	4.67	VME	4.65	VME
Printing is of good quality (i.e. no broken letter, even density, correct alignment, properly placed screen registration)	4.67	VME	4.55	VME
Overall	4.50	VME	4.55	VME

It can be gleaned from the table that HUMSS teachers who evaluated the developed material graded it with 4.55 mean, curriculum writers provided 4.57 mean, and users provided an average of 4.50 in terms of prints which are all verbally interpreted as Very Much Evident. This suggests that the quality of print is acceptable to the standards of the target users and experts. However, despite of the desirable results, there are some evaluators who advised to enlarge the size of the letters for better readability.

Table 3. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Format in Terms of Illustrations

Illustrations	HUMSS Teacher		Curriculum Writers	
	Mean	VI	Mean	VI
Simple and easily recognizable.	4.40	VME	4.57	VME
Clarify and supplement the text.	4.30	VME	4.57	VME
Properly labeled or captioned (if applicable)	4.20	VME	4.71	VME
Realistic/appropriate colors.	4.20	VME	4.71	VME
Attractive and appealing.	4.50	VME	4.71	VME
Culturally relevant.	4.50	VME	4.43	VME
Overall	4.35	VME	4.62	VME

Illustrations	Users		Overall	
	Mean	VI	Mean	VI
Simple and easily recognizable.	4.33	VME	4.45	VME
Clarify and supplement the text.	4.67	VME	4.45	VME
Properly labeled or captioned (if applicable)	4.67	VME	4.45	VME
Realistic/appropriate colors.	4.67	VME	4.45	VME
Attractive and appealing.	5.00	VME	4.65	VME
Culturally relevant.	4.67	VME	4.50	VME
Overall	4.67	VME	4.49	VME



As revealed by the findings, HUMSS teachers who are considered the target users of the developed teaching guide gave an average mean of 4.35 with regards to the illustrations, while curriculum writers and the users had a computed mean of 4.67 and 4.49 respectively, which are all verbally interpreted as Very Much Evident. Therefore, it can be gleaned that the illustrations used within the developed material are useful and appropriate to the lessons discussed in the content. Nevertheless, an expert noted that bigger pictures should be provided to emphasize its significance to the topic being presented.

Table 4. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Format in Terms of Design and Layout

Design and Layout	HUMSS Teacher		Curriculum Writers	
	Mean	VI	Mean	VI
Attractive and pleasing to look at.	4.40	VME	4.86	VME
Simple (i.e. does not distract the attention of the reader)	4.40	VME	5.00	VME
Adequate illustration in relation to text.	4.40	VME	4.71	VME
Harmonious blending of elements. (e.g illustration and text)	4.20	VME	4.57	VME
Overall	4.35	VME	4.79	VME

Design and Layout	Users		Overall	
	Mean	VI	Mean	VI
Attractive and pleasing to look at.	5.00	VME	4.65	VME
Simple (i.e. does not distract the attention of the reader)	5.00	VME	4.70	VME
Adequate illustration in relation to text.	4.67	VME	4.55	VME
Harmonious blending of elements. (e.g illustration and text)	4.67	VME	4.40	VME
Overall	4.83	VME	4.58	VME

The three groups of evaluators praised the aesthetics of the developed material which was revealed on the findings. The evaluation of HUMSS teachers with respect to design and layout reached an average of 4.35, while the curriculum writers got an average of 4.83, lastly, the users' evaluation reached an average of 4.83 which are all verbally interpreted as Very Much Evident. This implies that the design and layout of the material is acceptable and appropriate to the standards of HUMSS teachers and experts and can be used to teach the focus subject.

Table 5. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Format in Terms of Paper and Binding

Paper and Binding	HUMSS Teacher		Curriculum Writers	
	Mean	VI	Mean	VI
Paper used contributed to easy reading.	4.40	VME	4.29	VME
Durable binding to withstand frequent use (if applicable)	4.30	VME	4.29	VME
Overall	4.35	VME	4.29	VME

Paper and Binding	Users		Overall	
	Mean	VI	Mean	VI
Paper used contributed to easy reading.	5.00	VME	4.45	VME
Durable binding to withstand frequent use (if applicable)	4.33	VME	4.30	VME
Overall	4.67	VME	4.38	VME

It is seen in the table that the material used to print and bind the teaching guide is acceptable, with an overall mean of 4.8 which is verbally interpreted as Very Much Evident. The developed teaching guide made use of a substance 20 type of bond paper in all its pages and made use of an acetate and ring binder as binding tool. Such materials can withstand long periods of usage and is also visually pleasing.



Table 6. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Format in Terms of Size and Weight of Resource

Size and Weight of Resource	HUMSS Teachers		Curriculum Writers	
	Mean	VI	Mean	VI
Easy to handle	4.50	VME	4.83	VME
Relatively light	4.60	VME	5.00	VME
Overall	4.55	VME	4.92	VME

Size and Weight of Resource	Users		Overall	
	Mean	VI	Mean	VI
Easy to handle	4.67	VME	4.63	VME
Relatively light	5.00	VME	4.79	VME
Overall	4.83	VME	4.71	VME

The table reveals that the three groups of evaluators have positive thoughts on the size and weight of the resource. HUMSS teachers rated it with a mean of 4.55, curriculum writers, a mean of 4.92 and the users with 4.83 which are all verbally interpreted as Very Much Evident.

Based on the evaluation of HUMSS teachers, presentation and organization obtained an average mean of 4.70, the evaluation of curriculum writers acquired 4.66 and the evaluation of users got a mean of 4.33 which are all verbally interpreted as Very Much Acceptable. The results imply that the developed teaching guide has a logical presentation of lessons, and the content is well-organized. Therefore, it can help HUMSS teachers deliver the lessons with ease.

Table 7. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Presentation and Organization

Presentation and Organization	HUMSS Teacher		Curriculum Writers	
	Mean	VI	Mean	VI
Presentation is engaging, interesting and understandable.	4.70	VME	4.71	VME
There is logical and smooth flow of ideas.	4.80	VME	4.43	VME
Vocabulary level is adapted to target reader's likely experience and level of understanding.	4.80	VME	4.86	VME
Length of sentences is suited to the comprehension level of the target reader.	4.60	VME	4.57	VME
Sentences and paragraph structures are varied and interesting to the target reader.	4.60	VME	4.71	VME
Overall	4.70	VME	4.66	VME

Presentation and Organization	Users		Overall	
	Mean	VI	Mean	VI
Presentation is engaging, interesting and understandable.	4.33	VME	4.65	VME
There is logical and smooth flow of ideas.	4.33	VME	4.60	VME
Vocabulary level is adapted to target reader's likely experience and level of understanding.	4.33	VME	4.75	VME
Length of sentences is suited to the comprehension level of the target reader.	4.33	VME	4.55	VME
Sentences and paragraph structures are varied and interesting to the target reader.	4.33	VME	4.60	VME
Overall	4.33	VME	4.63	VME

Table 8. Evaluation of the Expert-respondents on the Developed Content-based Strategic Teaching Guide with Respect to Accuracy and Up-to-Datedness of Information

Accuracy and Up-to-Datedness of Information	HUMSS Teachers		Curriculum Writers	
	Mean	VI	Mean	VI
Conceptual errors	4.50	NP	4.86	NP
Factual errors	4.50	NP	4.86	NP
Grammatical errors	4.50	NP	4.86	NP
Overall	4.50	NP	4.86	NP

Accuracy and Up-to-Datedness of Information	Users		Overall	
	Mean	VI	Mean	VI
Conceptual errors	5.00	NP	4.70	NP
Factual errors	4.67	NP	4.65	NP
Grammatical errors	4.67	NP	4.65	NP
Overall	4.78	NP	4.67	NP

As manifested in the table, there are no conceptual, factual, and grammatical errors in the teaching guide as it received a mean of 4.50 from the evaluation of the HUMSS teachers, 4.86 from the curriculum writers and 4.78 from the users, which are all verbally interpreted as Not Present. This implies that the accuracy and up-to-datedness of all information included in the material is assured.



### On the Level of Performance of the Grade 12 HUMSS Learners After Exposure to the Developed Teaching Guide with Respect to the Target Competencies of the Subject Oral Communication in Context

Table 9. Assessment of the Teacher-users on the Performance of Grade 12 HUMSS Students upon Exposure to the Activities in the Developed Teaching Guide in Terms of Oral Communication Skills

Oral Communication Skills	Group A		Group B		Group C		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Appropriateness	3.06	E	3.10	E	2.97	E	3.04	E
Accuracy	3.06	E	3.10	E	3.00	E	3.05	E
Extensiveness	2.97	E	3.02	E	3.06	E	3.02	E
Perspective	3.11	E	3.10	E	3.31	O	3.17	E
Overall	3.05	E	3.08	E	3.08	E	3.07	E

Figure 19. .

As shown in the table, the indicators of oral communication skills namely appropriateness, accuracy, extensiveness, and perspective all gained an overall mean of 3.04, 3.05, 3.02 and 3.17 respectively, which are all verbally interpreted as Effective. These imply that the activities and teaching strategies included in the developed material has brought student’s skills in expressing their ideas verbally.

Table 10. Assessment of the Teacher-users on the Performance of Grade 12 HUMSS Students Upon Exposure to the Activities in the Developed Teaching Guide in Terms of Written Communication Skills

Written Communication Skills	Group A		Group B		Group C		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Main Idea or Thesis and Support	3.58	E	3.41	E	3.61	E	3.53	E
Organization	3.25	E	3.29	E	3.28	E	3.27	E
Style	3.17	A	2.95	A	3.08	A	3.06	A
Syntax/Grammar	2.69	A	2.98	A	2.72	A	2.81	A
Overall	3.17	A	3.16	A	3.17	A	3.17	A

Based on the results, the first two indicators of written communication skills are the main idea/thesis support and organization that gained an overall mean of 3.53 and 3.27 which are both verbally interpreted as Exemplary. These imply that the participating students were able to demonstrate an admirable performance in presenting main ideas in their written works as well as organizing their thoughts in a logical manner.

However, the other two indicators which are style and syntax/grammar only gained an overall mean of 3.06 and 2.81 respectively, which are verbally interpreted as Accomplished. This proves that the activities that

the students experienced were able to help them with the technical aspects of writing but were not enough to reach the maximum skill needed in developing grammatically correct sentences and paragraphs.

The table revealed that the participating students showed desirable skills in critical thinking and problem solving as reflected by the overall mean gained in all seven indicators. The first indicator which is Identifies, understands, summarizes (and appropriately reformulates) the problem, question, or issue gained the highest mean of 3.53 which is verbally interpreted as Advanced. This means that Grade 12 HUMSS students can synthesize their ideas on the different issues concerning the society.

Table 11. Assessment of the Teacher-users on the Performance of Grade 12 HUMSS Students Upon Exposure to the Activities in the Developed Teaching Guide in Terms of Critical Thinking and Problem Solving

Critical Thinking and Problem Solving	Group A		Group B	
	Mean	VI	Mean	VI
Identifies, understands, summarizes. (and appropriately reformulates) the problem, question, or issue	3.36	A	3.68	A
Identifies and considers the influence of context* and assumptions	3.14	P	3.24	P
Develops OWN perspective, hypothesis, or position	3.44	A	3.05	P
Presents, assesses, and analyzes appropriate supporting data/evidence	3.17	P	3.07	P
Integrates issue using OTHER (disciplinary) perspectives and positions	3.19	P	3.05	P
Identifies and assesses conclusions, implications, and consequences	3.06	P	3.07	P
Communicates Effectively	3.03	P	3.20	P
Overall	3.20	P	3.20	P



<i>Critical Thinking and Problem Solving</i>	<i>Group C</i>		<i>Overall</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
Identifies, understands, summarizes, (and appropriately reformulates) the problem, question, or issue	3.51	A	3.53	A
Identifies and considers the influence of context* and assumptions	3.29	A	3.22	P
Develops OWN perspective, hypothesis, or position	3.51	A	3.32	A
Presents, assesses, and analyzes appropriate supporting data/evidence	3.26	A	3.16	P
Integrates issue using OTHER (disciplinary) perspectives and positions	3.20	P	3.14	P
Identifies and assesses conclusions, implications, and consequences	3.03	P	3.05	P
Communicates Effectively	2.80	P	3.02	P
<b>Overall</b>	<b>3.23</b>	<b>P</b>	<b>3.21</b>	<b>P</b>

On the other hand, the lowest rating of 3.05 was gained by the last indicator which is Communicate Effectively with a verbal interpretation of Proficient. This implies that though students can think critically in analyzing various situations, they still need further input on how they can communicate their ideas effectively.

**On the Suggestions of the Evaluators to Improve the Teaching Guide**

The three groups of respondents focused on the design, layout, and format of the developed teaching guide. The size of the letters was enlarged, pictures and illustrations were added, typefaces were changed, and the list of references was reformatted.

**Conclusion**

(1) The CBI-based activities and lecturettes can be used to address the problem of insufficient resources for the HUMSS specialization subject in senior high school. The simplicity of the content and design could help teachers deliver the lessons with ease. (2) The content, format, presentation and organization and accuracy and up-to-datedness of information are all viewed as very much acceptable, thus stating that the

developed material met the standards of the teachers and DepEd curriculum writers when it comes to printed resources. (3) The developed teaching guide is proven to be most successful in strengthening students’ skills in critical thinking and problem solving, while oral and written communication skills should be developed further by providing more diverse and effective teaching strategies. (4) The developed teaching guide has generally commendable content and accurate information since the suggestions only focused on the physical attributes of the material. It matches the structure of published learning modules and teaching guides provided by the Department of Education.

To further improve the present study, the researcher hereby recommends the following: (1) Teachers may utilize CBI approach in teaching other subjects under the senior high school curriculum. (2) Teacher-researchers may develop a teaching guide that covers all the topics for the entire semester (3) Educators may use more varied activities and assessment tools that match the interest of 21st century learners to strengthen students’ critical thinking skills. (4) Curriculum writers may develop a similar material focusing on other subject areas to evaluate the acceptability of content-based strategic approach to the teaching-learning process. (5) Future researchers may conduct further studies regarding the effectiveness of the developed material.

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