

## Self-Instructional Materials of Modified In-School Off-School Approach (Misosa) For the Pupils Affected By Weather Disturbances: An Assessment

ARPIE PANGANIBAN LAPUGOT

*School Head*

*Banlic Elementary School– Cabuyao City*

**ABSTRACT:** would seek to find out the effectiveness of Self-instructional materials of MISOSA for the pupils affected by weather disturbances. The following are the findings and conclusions drawn in this study: The assessments made by the teachers and pupils with regard to the self-instructional materials of MISOSA towards pupils' development affected by weather disturbances in terms of knowledge development, attitude development, and skills development as significant. Also the results revealed that there is a significant difference on the assessments made by the teachers and pupils on the self-instructional materials of MISOSA in terms of knowledge, attitude, and skills development. In terms of knowledge and skills development, there is a significant relationship between the MISOSA and the academic performance of Grade VI pupils in Araling Panlipunan while there is no significant relationship in terms of attitude development between the self-instructional materials of MISOSA and the academic performance in Araling Panlipunan. Further, the overall mean grade of the 353 pupils in the nine schools under MISOSA program in Araling Panlipunan during second grading period is 82.23% with satisfactory remarks. The results of the study show the need to improve further the teachers' teaching competencies and the pupils development to its fullest utilizing the MISOSA for the pupils' knowledge, attitude, and skills development. The self-instructional materials of MISOSA helps the pupils who are affected by weather disturbances. The researcher in his own little way believes that the proposed action plan could contribute to pupils' development and teachers competencies using MISOSA.

**KEYWORDS:** MISOSA, Self-Instructional Materials (SIM's) and Weather Disturbances.

### I. INTRODUCTION

The Philippines is considered one of the most disaster-prone countries. Every year, storms, typhoons, southwest monsoon (hanging habagat), flash floods, landslides, earthquakes, and volcanic activities batter the country. Republic Act 10121 Section 3 known as the "Philippine Disaster Risk Reduction and Management Act of 2010" defines a state of calamity as "a condition involving mass casualty and/or major damages to property, disruption of means of livelihoods, roads and normal way of life of people in the affected areas as a result of the occurrence of natural or human-induced hazard." In this case, it hinders the learning progress of the learners. The Modified In-School Off-School Approach (MISOSA) is an alternative delivery mode of education meant to address the problem of congestion- overcrowding due to classrooms and teachers shortage resulting to big class size, less contact time with pupils, absenteeism and insufficient learning materials. This problem if left unaddressed results to poor school performance in terms of learning achievement, participation and completion rates. It is believed that Modified In-School Off-School Approach (MISOSA) for public elementary schools can be the appropriate alternative solution to the problem.

MISOSA as an Alternative Delivery Mode (ADM) for ensuring equal access to quality education aims to; solve congestion in schools with big enrollment, and address the needs of children (children who are enrolled but are habitual/seasonal absentees, prone to the natural calamities like typhoon, earthquake, etc., living in conflict/disaster areas, chronically-ill, indigenous children and those engaged in earning a living to augment family income) for adequate learning materials (MISOSA Primer and Implementation Guide 2009). This approach makes use of Self-Instructional Materials (SIMs) in the different learning areas such as English, Filipino, Science and Health, Mathematics, Araling Panlipunan, and Edukasyong Pangkabuhayan at Pantahanan (EPP) which learners can work on independently in a venue other than the regular classroom under the supervision of a Teacher-Facilitator. With the MISOSA program the class was divided into 2 groups. One group of pupils was used Self-Instructional Materials (SIM's) with the supervision of a trained parateacher/ teacher volunteer. This group was housed in the community center and will be called as off-school group. The other group was with the subject teacher for the grade and stayed in the classroom (MISOSA Hand-Outs 2006).

The need for assessment along the Self-Instructional Materials (SIM's) of Modified In-School Off-School (MISOSA) should be undertaken in order to know how it is effective and acceptable towards pupils development affected by weather disturbances and the teachers who are utilizing the program. This study assessed the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances.

## **II. OBJECTIVES :**

This study entitled “**SELF-INSTRUCTIONAL MATERIALS OF MODIFIED IN-SCHOOL OFF-SCHOOL APPROACH (MISOSA) FOR THE PUPILS AFFECTED BY WEATHER DISTURBANCES : AN ASSESSMENT**” would seek to find out the effectiveness of Self-instructional materials of MISOSA for the pupils affected by weather disturbances. Second, the researcher would like to find out how the teachers and pupils assess the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances in terms of : Knowledge Development, Attitude Development, and Skills Development. Lastly, the study focused on the assessment of the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances who are exposed to this program and the impact of utilizing this program to the academic performance of the pupils.

## **III. REVIEW OF LITERATURE**

The Philippines is considered one of the nation's most “at risk” of being struck by disasters due to its geographic location (astride both the typhoon belt and the Ring of Fire), a high degree of ecological degradation and socio-economic vulnerability due to the large number of people and economic assets exposed to multiple recurring hazards such as cyclones, floods, earthquakes and landslides). In the 2012 World Risk Report the Philippines ranked third out of 173 countries in terms of disaster risk. While country-by-country rankings may create a false sense of precision and mask differences between different locations within countries, the Philippines' high level of disaster risk is nearly universally accepted. According to Lapus (2008), aside from establishing elementary schools in every barangay and high school in every municipality, DepEd is pursuing strategic programs and activities to address the educational needs of children, youth and adults especially for those who have some difficulties and wishes to attend the elementary level, the following were employed (1) Alternative Delivery Mode (ADM) such as: Modified In-School Off-School Approach (MISOSA), Instructional Management by Parents, Adults, and Teachers (IMPACT) , Distance Education, Indigenous People Education, MADRASAH Education, and Multi-grade program. These modalities cater to the needs of students in difficult circumstances.

In this connection, Pilor (2012) cited that the Department of Education has allocated funds for the provision of the centrally procured learning activity packages, modules, and instructional materials to support the initial implementation of the K to 12 Curriculum. It includes MISOSA modules (for teachers and pupils), multi-grade teaching learning packages, MADRASAH materials (for teachers and pupils), Dropout Reduction Program (DORP) materials (for teachers and pupils), All Tech-Voc materials, and Open High school Program (OHSP) materials.

Self-instructional materials focus on self-learning. A distinctive feature of self-instructional material is that the teaching structure and sequence is made explicit. In learner-controlled instruction, the students control the instructional activity more than the teacher. The students depend more on him for learning than on the teacher. Most important it emphasizes on self-pacing. Self-instructional materials are more accurate for learning than textbooks. Textbooks assume interest while self-instructional material arouses interest. This provides an overview of methods through which you can develop the habit of self-learning among the students. In relation to this, Phillips (2009) revealed that writing self-instructional materials for distance learners has become a priority for most open and distant learning materials. The need for quality learning materials has become even more pressing as students with weaker grades; poor language proficiency, lack of access to reference materials and the internet seek tertiary education opportunities. At the same time, institutions need to ensure that the standard of knowledge, skills, and attitudes of a discipline transmitted are not compromised. The need for assessment along the Self-Instructional Materials (SIM's) of Modified In-School Off-School (MISOSA) should be undertaken in order to know how it is effective and acceptable towards pupils development affected by weather disturbances and the teachers who are utilizing the program. Further, the reviewed literature and studies had provided the researcher with additional concepts and insights in order to help the study more comprehensive.

**Scientific Basis/Framework :** The researcher anchored his study on the “Social Learning Theory by Bandura” and “Progressivism Theory by Dewey” ( Fajardo, **Management**, 2008). The Social Learning Theory of Bandura emphasizes the importance of stimulus response connection which includes self-instruction. The teacher should motivate the pupils to have self-review and to study by themselves so that they will enhance their

communicative competence through the use of instructional materials like modules (self-instructional materials), educational television program, radio cassette tape, and computer. The Progressivism Theory of Dewey points out that the child's growth and development depend on his/ her experiences and self-activity. He emphasizes that educational concern must be on the child's interest, desires and freedom as an individual. It also adheres the ideas that thinking and reasoning should be emphasized, and that good and successful teaching utilizes the principle of self-activity and stimulates thinking and reasoning. The theory is related to MISOSA since this program focused more on self-activity of the pupils and the pupils work independently on the modules.

#### **IV. MATERIALS AND METHODOLOGY**

The study utilized the descriptive method of research. This method identifies the present condition and needs, it tells what exists and what is about a certain phenomenon. Descriptive study does not necessarily explain relationship, test hypotheses, make predictions, or get the meaning and implications. The respondents of the study are the Grade VI pupils and teachers in public elementary schools who are utilizing the Self-Instructional Materials of Modified In-School Off-School Approach (MISOSA) and who are affected by weather disturbances in the City of Cabuyao District. These were considered by the researcher in order to be able to solicit responses in accordance with the formulated statement of the problem through the survey instrument prepared by the researcher. In determining the sample size, the researcher used the Slovin formula. For the pupil-respondents, stratified and sampling technique was employed. With these, the sample size of 90 teachers and 353 Grade VI pupils was determined. The instrument was given to the ninety (90) intermediate teachers and three hundred fifty-three (353) Grade VI pupils in the nine (9) public elementary schools in the District of Cabuyao such as Baclaran E/S, Bigaa E/S, Banlic E/S, Butong E/S, Gulod E/S, Mamatid E/S, Marinig South E/S, North Marinig E/S, and Southville E/S which are affected by weather disturbances.

The following instruments were utilized to obtain the data for the study. The researcher administered questionnaire among the respondents. The questionnaire was constructed specifically to gather necessary information and data that answers the statement of the problem. The data derived from this questionnaire included the respondents' responses to the specific questions included in the questionnaire. The instrument used in gathering data is the survey questionnaire, which was formulated in accordance with the statement of the problem with the guidance of the thesis adviser. The researcher established the validity of the questionnaire by presenting to his adviser and presenting to some experts who have been in the related field and in authority as far as research is concerned. Their comments were given full consideration. The researcher consolidated and determined the academic performance of Grade VI pupils in Araling Panlipunan using MISOSA during second grading period. After integrating the significant ideas, suggestions, and insight of the experts, the final draft of the instrument was made in accordance with the statement of the problem. The researcher personally administered the questionnaire to the actual group of respondents. The responses of the respondents in the administered questionnaire were consolidated and treated using the appropriate tools by the chosen statistician.

After the approval of the research title, the researcher asked permission from his supervisor and principals before conducting his study. With the official permission from the authorities, the researcher personally appeared before the respondents and made himself available in answering questions and clarifications regarding the study. He discussed and explained individually the instrument and personally administered to them. He gave respondents 30 minutes to answer the instruments. The researcher retrieved the answered instrument. The researcher consulted statistician for statistical treatment however he himself tabulated the data, followed by the consolidation of the result after which discussion, analysis, and the interpretation of results was done by the researcher. In order to answer statement of the problem number 1, the Weighted Mean was used. To be able to answer statement of the problem number 2, the Uncorrelated T-test was utilized. To answer statement of the problem number 3, the Simple Percentage was employed. To be able to answer statement of the problem number 4, the **GOODMAN AND KRUSKAL'S GAMMA CORRELATION** was used.

**Output :** This study will gauge the actual performance of the learners and will be an eye opener for them to develop proper study habits to further improve their learning competencies. The findings of the study is an instrument in order to provide them real quality education, enhance their knowledge, attitudes, talents and abilities. The result of the study will facilitate learning in the classroom mirroring the real world where people work together in completing task together or solving problems. The outcome may reveal important aspects that need to be improved whether it will be on objectives, strategies, utilizing teaching materials and evaluation.

#### **V. RESULTS AND DISCUSSION**

The data and statistical findings are presented and given implications to concretize the concepts.

This study assessed the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances.

**Table 1**  
**Respondents Assessments on Self-Instructional Materials of Modified In-School Off-School (MISOSA) in terms of Knowledge Development**

Indicators	Respondents				Grand Mean	
	Teachers		Pupils			
	WM	VI	WM	VI	WM	VI
1. Enable the learners to understand how the enrichment activities enhance the learners desire to learn.	4.11	S	4.53	HS	4.32	S
2. Determine ways of motivating the learners to learn further and more effectively.	3.97	S	4.27	S	4.12	S
3. Develop learners in meaningful learning.	3.91	S	4.26	S	4.09	S
4. Deliver accurate and updated content knowledge using appropriate methodologies, approaches, and pedagogies.	3.93	S	3.94	S	3.94	S
5. Provide appropriate intervention activities for learners.	3.96	S	4.18	S	4.07	S
6. Encourage the learners to move from one part of the lesson to the next according to learners' needs and difficulties.	3.96	S	4.18	S	4.07	S
7. Explain clearly and accurately the learning goals, concept and process.	3.94	S	4.27	S	4.11	S
8. Relate the integration of language, literacy, skill development and values.	3.94	S	4.18	S	4.06	S
9. State the interrelationship of topics/content within the subject area.	3.91	S	4.20	S	4.06	S
10. Identify the concept of critical, higher order thinking and the facets of understanding.	3.96	S	4.30	S	4.13	S
Average Weighted Mean	3.96	S	4.23	S	4.10	S
<b>Legend:</b> <b>5</b> 4.50 – 5.00      Highly Significant (HS) <b>4</b> 3.50 – 4.49      Significant (S) <b>3</b> 2.50 – 3.49      Moderately Significant (MS) <b>2</b> 1.50 – 2.49      Less Significant (LS) <b>1</b> 1.00 – 1.49      Not Significant (NS)						

Table 1 unfolds the assessments made by the two groups of respondents with regard to the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances in terms of knowledge development.

The computed average weighted mean of 3.96 – significant (Teachers) and 4.23 – significant (Pupils) with a grand average weighted mean of 4.10 interpreted as significant. This means that the self-instructional materials of Modified In-School Off-School Approach (MISOSA) towards pupils' development in terms of knowledge development are significant as manifested by this as seen further from the table. As pupils grow and mature their levels of confidence, independence and their capacity to think, to work and to cooperate with others are developed. It is essential that educational analysts are able to recognize these changes in pupil's development and are able to adapt their interpreting approach and the level of support they provide the pupils when necessary. To arouse pupils' interest to learn, as they are unique individuals, different materials are needed to suit the pupils' individual needs and capacities as well as uniqueness.

**Table 2**  
**Respondents Assessments on Self-Instructional Materials of Modified In-School Off-School (MISOSA) in terms of Attitude Development**

Indicators	Respondents				Grand Mean	
	Teachers		Pupils			
	WM	VI	WM	VI	WM	VI
1. Recognize learners' individual potentials and strengths.	4.14	S	4.30	S	4.22	S
2. See the value in facilitating for individual and cooperative learning activities.	4.03	S	4.24	S	4.14	S
3. Arouse the interest and contain human-interest features.	3.94	S	4.19	S	4.07	S
4. Develop the attitudes and values essential for pupils' development.	3.94	S	4.24	S	4.09	S
5. Stimulate critical, creative and higher level of thinking among learners.	3.88	S	4.26	S	4.07	S
6. Show diligence in obtaining information on differentiated learning strengths and needs.	3.93	S	4.23	S	4.08	S
7. Recognize general learning processes of individual learners.	3.91	S	4.16	S	4.04	S
8. Value the need to relate prior knowledge of learners with the present and future lessons.	3.93	S	4.24	S	4.09	S
9. Appreciate the needs of the pupil which consider it as a big help.	4.00	S	4.22	S	4.11	S
10. Kindle the interest and ignite the mind of the learners thru suggested activities.	4.00	S	3.65	S	3.83	S
Average Weighted Mean	3.97	S	4.17	S	4.07	S
<b>Legend:</b> <b>5</b> 4.50 – 5.00      Highly Significant (HS) <b>4</b> 3.50 – 4.49      Significant (S) <b>3</b> 2.50 – 3.49      Moderately Significant (MS) <b>2</b> 1.50 – 2.49      Less Significant (LS) <b>1</b> 1.00 – 1.49      Not Significant (NS)						

Table 2 unfolds the assessments made by the two clusters of respondents with regard to the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances in terms of attitude development.

As to the achieved value of the average weighted mean of 3.97 – significant (Teachers) and 4.17 – significant (Pupils) with a grand average weighted mean of 4.07 which is interpreted as significant. This means that the self-instructional materials of Modified In-School Off-School Approach (MISOSA) towards pupils' development in terms of attitude development are significant. Attitude is one of the most important aspects of an individuals' personality. Having the right attitude makes it all the difference. If you take a close look at the most successful people, you will see that the individuals in any career have positive attitudes. It is important to cultivate positive attitude towards life in order to achieve success in both professional and personal aspirations.

**Table 3**  
**Respondents Assessments on Self-Instructional Materials of Modified In-School Off-School (MISOSA) in terms of Skills Development**

Indicators	Respondents				Grand Mean	
	Teachers		Pupils			
	WM	VI	WM	VI	WM	VI
1. Provide challenging learning activities despite of difficult physical environment.	4.03	S	4.27	S	4.15	S
2. Recall and retain more easily the concepts and	4.03	S	4.11	S	4.07	S

terms.						
3. Apply the knowledge and skills in real life situation.	4.00	S	4.30	S	4.15	S
4. Organize the learning activities relevant to the needs of the learners.	4.01	S	4.21	S	4.11	S
5. Utilize varied designs of activities for the different types of learners.	3.92	S	4.15	S	4.04	S
6. Communicate clear learning goals for the lessons that are appropriate for learners.	4.11	S	4.36	S	4.24	S
7. Use meaningful and comprehensive knowledge and skills of the subject matter.	3.97	S	4.36	S	4.17	S
8. Integrate the language, literacy, skill development and values.	4.02	S	4.39	S	4.21	S
9. Link the present subject matter content with past and future lessons.	3.97	S	4.30	S	4.14	S
10. Propose an accurate presentation to gain learning easily.	4.09	S	4.33	S	4.21	S
Average Weighted Mean	4.02	S	4.28	S	4.15	S
<b>Legend:</b>						
5	4.50 – 5.00	Highly Significant (HS)				
4	3.50 – 4.49	Significant (S)				
3	2.50 – 3.49	Moderately Significant (MS)				
2	1.50 – 2.49	Less Significant (LS)				
1	1.00 – 1.49	Not Significant (NS)				

Table 3 unfolds the assessments made by the two groups of respondents with regard to the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances in terms of skills development.

With regard to the obtained average weighted mean of 4.02 – significant (Teachers) and 4.28 – significant (Pupils) having a grand average weighted mean of 4.15 which is interpreted as significant, this only means that the self-instructional materials of Modified In-School Off-School Approach (MISOSA) towards pupils' development in terms of skills development are significant.

**Table 4**  
**Significant Difference on the Assessments Done by the Respondents Regarding the Modified In-School Off-School Approach (MISOSA)**

Variables	t-test		Decision	Remarks
	Computed	Tabular		
Knowledge Development	5.491	1.960	reject null hypothesis	With Significant Difference
Attitude Development	3.176	1.960	reject null hypothesis	With Significant Difference
Skills Development	7.613	1.960	reject null hypothesis	With Significant Difference

Table 4 discloses the significant difference on the responses being given by the two groups of respondents in as far as the Modified In-School Off-School Approach (MISOSA) is concerned. In terms of Knowledge Development, since the computed t-test value of 5.491 is bigger than the tabular value of the t-test of 1.960 at 0.05 level of significance, then it can be said that there is a significant difference on the assessments made by the two groups of respondents, thus the null hypothesis is rejected. This means that the pupils and teachers do not have similar experiences and exposures in utilizing the self-instructional materials of MISOSA in terms of knowledge development. It is the pupils who need prior knowledge to develop them academically. As to Attitude Development, since the calculated t-test value of 3.176 is higher than the tabular value of the t-test of 1.960 at 0.05 level of significance, therefore it can be said that there is a significant difference on the assessments done by the two groups of respondents, hence the null hypothesis is rejected. This means that pupils and teachers have different views in utilizing the self-instructional materials of MISOSA in terms of attitude development. It is the teachers who know better than the pupils and the appropriate techniques on how to develop the attitude of

the pupils thru MISOSA program. For the Skills Development, since the obtained t-test value of 7.613 is larger than the tabular value of the t-test of 1.960 at 0.05 level of significance, thus it can be said that there is a significant difference on the responses made by the two groups of respondents, hence the null hypothesis is rejected. This means that the pupils and teachers have different point of views and expectations of using self-instructional materials of MISOSA in terms of Skills Development. The pupils need to be exposed to different materials so as to learn different skills.

**Table 5**  
**Academic Performance of Grade VI pupils in Araling Panlipunan**  
**for Second Grading Period**

Rating	F	P	Remarks
96-100	0	0.00%	
91-95	2	0.57%	O
86-90	55	15.58%	VS
81-85	170	48.16%	S
76-80	120	33.99%	F
71-75	6	1.70%	P
Total	353	100%	
General Average Rating			82.23 - Satisfactory

**Legend:**

<b>96-100</b>	Excellent (E)
<b>91-95</b>	Outstanding (O)
<b>86-90</b>	Very Satisfactory (VS)
<b>81-85</b>	Satisfactory (S)
<b>76-80</b>	Fair (F)
<b>75-below</b>	Poor (P)

Table 5 shows the academic performance of Grade VI pupils in Araling Panlipunan for second grading period. The overall mean grade of these schools is 82.23% with satisfactory remarks. It only means that these pupils are not that poor in terms of their academic performance. However, those pupils who belong to the poor and fair category should be properly monitored and helped by their teachers most especially their parents so that they can also excel in their class. The results imply that those who were given satisfactory are pupils that have developed the fundamental knowledge and skills and core understanding and with little guidance from teacher and/or with assistance from peers, can transfer these understandings through authentic performance tasks.

**Table 6**  
**Significant Relationship between the MISOSA and the Academic Performance of the Grade VI Pupils in Araling Panlipunan**

Variables		Gamma-Value	P-Value	Decision	Remarks
Academic Performance in Araling Panlipunan	Knowledge Development	-0.456 (Negative Moderate Correlation)	0.018	reject null hypothesis	With Significant Relationship
	Attitude Development	-0.345 (Negative Small Correlation)	0.364	accept null hypothesis	No Significant Relationship
	Skills Development	-0.403 (Negative Small Correlation)	0.002	reject null hypothesis	With Significant Relationship

Table 6 divulges the significant relationship of the MISOSA and the academic performance of the pupils involved in Araling Panlipunan. In terms of Knowledge Development and Academic Performance in Araling Panlipunan, it has a negative moderate correlation (-0.456) and since the computed P-value of 0.018 is smaller than the alpha-value of 0.05, then it can be said that there is a significant relationship between the two variables, hence the null hypothesis is rejected. This means that the more knowledge acquired that helps the pupils to grow and develop, the better is the academic performance of the pupils. It is much better to acquire knowledge if the pupils learn inside the classroom with the teaching-learning style than the usage of self-instructional materials of MISOSA outside the school when the weather disturbances occurred. The results imply that if a pupil's inclination is to study in order to acquire knowledge, the better will be his performance academically. With regard to Attitude Development and Academic Performance in Araling Panlipunan, it has a negative small correlation (-0.345) and since the achieved P-value of 0.364 is higher than the alpha-value of 0.05, therefore it can be said that there is no significant relationship between the two included variables, hence the null hypothesis is rejected. This means that attitude developed by the pupils does not affect his academic performance in Araling Panlipunan. The attitude of the pupils can be more developed inside the classroom thru the guidance of his/her class adviser than outside the school or in the community center using the self-instructional materials of MISOSA when they are affected by weather disturbances. This implies that in terms of attitude, the less usage of self-instructional materials the better is the academic performance of the pupils in Araling Panlipunan.

For the Skills Development and Academic Performance in Araling Panlipunan, it has a negative small correlation (-0.402) and since the obtained P-value of 0.002 is less than the alpha-value of 0.05, thus it can be said that there is a significant relationship between the two concerned variables, so the null hypothesis is rejected. This means that skills can be developed better inside the classroom through the teaching-learning style than the usage of self-instructional materials of MISOSA, though it can help pupils to develop academically

Program	Objectives	Strategies	Persons Involve	Time Frame	Resources	Outcomes
Pupils' Development	1. To be able to develop the knowledge, attitude, and skills development of the pupils thru the use of MISOSA.  2. To develop pupils' study habits, love for learning and self-esteem.	1. Orientation about MISOSA program before the opening of school year 2. Setting standards for pupils to follow for the duration of activity 3. Provide adequate self-instructional materials in all learning areas 4. Regular monitoring and evaluation of the pupils 5. Holding training/workshop for the pupils development 6. Feedback conference with the parents	Pupils, Teachers, Principals, and Parents	June to March	LSB, MOOE, and School generating income	1. The academic performance of the pupils shall have been improve by the end of the school year. 2. It can contribute to improve school performance. 3. It shall have been reduce drop-out rate. 4. It can develop independent learners. 5. It can strengthen school community partnership.



Program	Objectives	Strategies	Persons Involve	Time Frame	Resources	Outcomes
Teachers' Enhancement Building	1. To strengthen teachers' teaching competencies thru the use of MISOSA	1. Listing pupils' strengths and weaknesses 2. Clearing out queries from pupils when necessary 3. Setting the mood of the pupils in the preparation for the MISOSA activity 4. Giving warm-up activities every after modules or when necessary 5. Holding MISOSA seminar 6. Attendance to In-service training on Teaching Competencies 7. Continuous SLAC session 8. Provide mentoring and tutoring activities to learners	Teachers, Principals	June to March	LSB, MOOE, and School generating income	1. It can contribute to improve school performance. 2. It can strengthen teachers teaching competencies. 3. The academic performance of the pupils shall have been improve by the end of the school year. 4. Classroom management shall have been improve.

#### **Proposed Action Plan For Pupils Development In Utilizing (MISOSA)**

### **VI. SUMMARY AND CONCLUSIONS**

From the careful analysis of the data gathered and the results obtained in the previous discussion, the following significant findings are hereby summarized.

1. Assessments made by the teachers and pupils with regard to the self-instructional materials of Modified In-School Off-School Approach (MISOSA) for the pupils affected by weather disturbances

#### **1.1 Knowledge Development**

The two groups of respondents assessed the self-instructional materials of Modified In-school Off-school Approach (MISOSA) for the pupils affected by weather disturbances as significant as shown by the obtained average weighted mean of 3.96 and 4.23 with a grand mean of 4.10. The self-instructional materials of MISOSA "Enable the learners to understand how the enrichment activities enhance the learners desire to learn" garnered the highest grand mean with a weighted mean of 4.32 while "Deliver accurate and updated content knowledge using appropriate methodologies, approaches, and pedagogies" got the lowest grand mean with a weighted mean of 3.94 as assessed by the two groups of respondents.

#### **1.2. Attitude Development**

The two groups of respondents assessed the self-instructional materials of Modified In-school Off-school Approach (MISOSA) for the pupils affected by weather disturbances as significant as shown by the obtained

average weighted mean of 3.97 and 4.17 with a grand mean of 4.07. The self-instructional materials of MISOSA "Recognize learners' individual potentials and strengths" garnered the highest grand mean with a weighted mean of 4.22 while "Kindle the interest and ignite the mind of the learners thru suggested activities" got the lowest grand mean with a weighted mean of 3.83 as assessed by the two groups of respondents.

### 1.3. Skills Development

The two groups of respondents assessed the self-instructional materials of Modified In-school Off-school Approach (MISOSA) for the pupils affected by weather disturbances as significant as shown by the obtained average weighted mean of 4.02 and 4.28 with a grand mean of 4.15. The self-instructional materials of MISOSA "Integrate the language, literacy, skill development and values" and "Propose an accurate presentation to gain learning easily" garnered both the highest grand mean with a weighted mean of 4.21 while "Utilize varied designs of activities for the different types of learners" got the lowest grand mean with a weighted mean of 4.04 as assessed by the two groups of respondents.

2. There is a significant difference on the assessments made by the teachers and pupils on the self-instructional materials of MISOSA for the pupils affected by weather disturbances in terms of knowledge development, since the computed t-test value of 5.491 is bigger than the tabular value of the t-test of 1.960 at 0.05 level of significance. As to Attitude Development, since the calculated t-test value of 3.176 is higher than the tabular value of the t-test of 1.960 at 0.05 level of significance, therefore it can be said that there is a significant difference on the assessments done by the two classes of respondents. For the Skills Development, since the obtained t-test value of 7.613 is larger than the tabular value of the t-test of 1.960 at 0.05 level of significance, thus it can be said that there is a significant difference on the responses made by the two bodies of respondents.

3. The overall mean grade of the pupils in Araling Panlipunan is 82.23% with satisfactory remarks.

4. In terms of Knowledge Development and Academic Performance in Araling Panlipunan, it has a negative moderate correlation (-0.456) and since the computed P-value of 0.018 is smaller than the alpha-value of 0.05, then it can be said that there is a significant relationship between the two variables. With regard to Attitude Development and Academic Performance in Araling Panlipunan, it has a negative small correlation (-0.345) and since the achieved P-value of 0.364 is higher than the alpha-value of 0.05, therefore it can be said that there is no significant relationship between the two included variables. For the Skills Development and Academic Performance in Araling Panlipunan, it has a negative small correlation (-0.402) and since the obtained P-value of 0.002 is lesser than the alpha-value of 0.05, thus it can be said that there is a significant relationship between the two variables.

5. The results of the study shows the need to improve further the teachers' teaching competencies and the pupils' development to its fullest utilizing the Modified In-School Off-School Approach (MISOSA) for the pupils' knowledge, attitude, and skills development.

### **From the findings, the following conclusions are drawn:**

1. That the self-instructional materials of Modified in-School Off-School Approach (MISOSA) help the pupils who are affected by weather disturbances in terms of knowledge, attitude and skills development.
2. That there is a significant difference in the assessments of the teachers and pupils on the self-instructional materials of MISOSA for the pupils affected by weather disturbances in terms of knowledge, attitude, and skills development.
3. That the overall mean grade of the 353 pupils in the nine schools under MISOSA program in Araling Panlipunan during second grading period is 82.23% with satisfactory remarks.
4. That Knowledge Development and Skills Development have a significant relationship between the academic performance of Grade VI pupils in Araling Panlipunan for second grading period but no significant relationship between the Attitude Development and the academic performance of Grade VI pupils in Araling Panlipunan for second grading period.
5. That the teachers and pupils using Modified In-School Off-School Approach (MISOSA) had difficulty in meeting the requirements of this approach of teaching and learning as they are not fully oriented on the new approach.

6. That the researcher in his own little way believes that the proposed action plan could contribute to pupils development and teachers competencies using MISOSA.

### **Recommendations**

**In line with the foregoing conclusions, the researcher recommends the following:**

1. To make the Modified In-School Off-School Approach (MISOSA) effective it may be implemented well, concerned authorities could monitor the program accordingly and the evaluation of the DepEd along the program should be made religiously that served as a basis in coming up with plans and proposal of the school.
2. Proposed enrichment activities are needed in some topics of the learning areas where the pupils got low performance.
3. Before the start of MISOSA program, proper orientation to the pupils and parents who will undergo the program should be made.
4. The Department of Education must review the content of the self-instructional materials of MISOSA if it is really applicable and free from errors for the sake of pupils development.
5. Teachers and principals should conduct a feedback conference with the parents as regards to pupils progress using MISOSA as basis in coming up with plans and project in the implementation of MISOSA.
6. The principals and teachers must establish harmonious relationship to the parents and community who are considered as school stakeholder, to ensure and encourage them to be the schools' effective partner of the pupils' development by way of providing proper guidance and supervision of their children's proper study habits. Such endeavor would maximize learning competencies of their children.
7. With the results of the study carefully analyzed and interpreted, the proposed action plan can be implemented.

### **LITERATURE CITED**

1. Almira, Jackie Lou A. "Supplementary Teaching Materials In Makabayan (HEKASI) For Grade VI: Its Implication To Quality Teaching", Master's Thesis, Eulogio 'Amang' Rodriguez Institute Of Science And Technology, Manila, 2009
2. Ambito, Donabelle F. (2010), Some Strategies Used in Teaching, The Modern Teacher Volume 59 no.01, June, 2010
3. Andal, Erlina F. (2008), Self-Instructional Materials in HEKASI, DepEd-Manila, 2008
4. Aquino, Gaudencio V.(2009), Principles and Methods in Teaching, Rex Bookstore, Manila, 2009
5. Bona, Randy A. (2010), Integration of Core Values: Its Effects on the Attitudes and performance of Students, The Modern Teacher Volume 59 no.01, June, 2010 Academic
6. Delors, Jacques, Chairman (2008) Learning: The Treasure Within: Report to
7. UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO Publishing,(2008)
8. Department of Education: "The 2002 Basic Education Curriculum" DepEd Complex Meralco Ave. Pasay City, 2008
9. Torno, Beatriz G. (2008) National Competency-Based Teacher Standards, Teacher Strengths and Needs
10. Villanueva, Jonel A. " Effectiveness and Acceptability of Modified In-School Off- School Approach (MISOSA)", Master's Thesis, University of Rizal System, Rodriguez, 2010
11. Wong, C. (2008), School Leadership and Management, ( San Francisco; Jossey Publishers, 2008)

### **ACKNOWLEDGMENT**

The preparation and completion of this study were made possible and meaningful through the encouragement, assistance and inspiration of the people nearest to his heart;

Foremost and above all, to the **Lord God Almighty**, from whom all knowledge and wisdom flow, the researcher humbly gives back its praise and glory;

To the City Schools Division of Cabuyao for the realization of this study:

**Dr. HEREBERTO JOSE D. MIRANDA**, Schools Division Superintendent, **Dr. NEIL G. ANGELES**, Assistant Schools Division Superintendent, and **Dr. JEFFREY A. ASTILLERO**, SEPS, Planning and Research for the supervision, encouragement and support for completing this work;

**Mrs. Victoria U. Ulep**, school head, for all the guidance, encouragement, accommodation, thoughts, insights, and patience from the start until this study was successfully completed.

**ARPIE PANGANIBAN LAPUGOT**  
Researcher