Development Of Interactive Learners' Packet in Teaching Understanding Culture, Society And Politics

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Abstract

This study aimed to determine the different levels of evaluation of Senior High School Social Science Teachers and Information and Communication Technology Teachers on the Developed Interactive Learners' Packet in teaching Understanding Culture, Society, and Politics in public and private Senior High Schools in Santa Cruz District, Division of Laguna.

Specifically, the study attempted to answer the questions; 1. Determine the evaluation in the component of Interactive Learner's Packet in terms of; 1.1 objectives; 1.2 content; and 1.3 assessment; 2. Determine the evaluation of the characteristic of the Interactive Learner's Packet in terms of; 2.1 accessibility; 2.2 user-friendly; 2.3 interactivity; and 2.4 structure? 3. Determine the significant difference in evaluating the developed Interactive Learner's Packet components; 4. Determine the significant difference in evaluating the character of the developed Interactive Learners' Packet.

The study employed a descriptive research method. The total population sampling technique was used to identify the 72 public and private secondary school teachers as the respondents of this study. Adapted Survey Questionnaire was used as the research instrument to gather the information concerning the statement of the problem. The evaluation level of the Social Science and ICT Teachers on the Components of Interactive Learners' Packet gathered an overall mean of 3.89 for objectives, 3.77 for the content from the Social Science Teachers and 3.59 and 3.45 from the ICT Teachers which were interpreted both as Extremely Agree, respectively. However, it is noticeable that the third component - assessment resulted to Social Science teachers giving a higher rating mean of 3.78 with an interpretation of "extremely agree" compared to 3.34 which interpreted as "agree" from the ICT teachers. The overall weighted mean on the three characteristics– user friendly, interactivity and structure got a highest mean of 3.84, 3.94 and 3.80 which interpreted as "extremely agree" from the Social Science Teachers while an overall mean of 3.79, 3.58 and 3.72 was from the ICT teachers which also interpret as "extremely agree". On the other hand, on the first characteristics as to accessibility, the overall weighted mean of 3.68 was from the Social Science Teachers with an interpretation of 'extremely agree" while an overall mean of 3.39 from the ICT teachers was interpreted as "agree".

Results showed that there is significant difference on the level of evaluation between Social Science teachers and ICT teachers from both public and private Senior High Schools in the characteristics and components of the developed Learner's Packet in terms of its objectives, content, assessment, accessibility, and interactivity. The results also showed that the evaluation of the teachers with the components' user friendliness and structure of the learner's packet have no significant difference. Therefore, it is concluded that the developed interactive learner's packet is very accessible, the content is suitable, and it's very interactive to the senior high school learners and teachers, and a budget-friendly learning material in today's new normal set-up, and it can be considered as a supplementary learning material in teaching Understanding Culture, Society and Politics.

Keywords: *Interactive Learners' Packet*, Evaluation Level, Understanding Culture. Society and Politics, Accessibility, and Interactivity

1. Main Text

Introduction

"The students of the future will demand the appropriate learning support for their situation or context. Nothing more, nothing less. And they want it at the moment, so the need arises. Not sooner, not later. Mobile devices will be a key technology for providing that learning support."

- Dr. Marcus Specht, Professor of Advanced Learning Technologies
Open University of Netherlands

The education landscape is one of the most heavily hit by the pandemic. With the normal face-to-face setup, from enrollment to the teaching and learning process and through the graduation rites, everything was transformed into online and modular. The Department of Education continued to deliver K-12 primary education by utilizing the learning continuity plan to mitigate the situation. According to the Secretary of Education, Leonor Briones, in the online portal Philippine News Agency, explains that the Basic Education - Learning Continuity Plan (BE-LCP) is the DepEd's primary response and commitment to protecting the health, safety, and well-being of learners, teachers, and personnel.

The BE-LCP aims to provide quality distance learning using self-learning modules in digital and printed form, radio, television, and the internet. The BE-LCP also re-introduces different learning modalities as a significant change in the teaching and learning process. The Modular approach is one of the most popular learning modalities used in public and private schools integrate all subjects. The DepEd Order No. 18, s. 2020 or the Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan (BE-LCP) establishes the guidelines for releasing and reproducing self-learning modules (SLM) and other learning resources. One of these is the Learners' Packet (LEAP) which consists of supplementary activities, readings, and assessments to support the teaching and learning processes. The Learner's Packet is an enhanced version of the Detailed Lesson plan or Daily Lesson Log; these are soft and printed learning materials that cover specific lessons in every subject and mostly consist of additional references and activities to help attain the objectives anchored in the MELCs.

According to the Lago LAGUNA BE-LCP (2021) SDO Laguna strives to thrive amidst the continued challenges brought about by the pandemic, this BE-LCP primally aim the following: provide enhanced plan based on the lessons learned from successes, strength and challenges of the past year, thereby making it relevant to the calls of the changing time; remain flexible and focused on quality education, equitable access and responsible governance despite limitations; continue to put health and safety as the top most priority while implementing the plan and operationalizing guidelines; and synergize leadership actions towards greater and broader outcomes.

The department provides these soft and printed copies of learning modules for the students and teachers to cope with this new normal setting in the Philippine Education System. In this study, Understanding Culture, Society and Politics (UCSP) will be the subject to create, develop, and modify the Learners' Packet for the Senior High School students. With these unusual setups, teaching UCSP will not be that easy because some topics need to be well explained and illustrated by a teacher through incorporating technology such as digital images, videos, geolocation, and so on, which is very appropriate in today's era that multiple media sources are prevalent.

Given the abovementioned statements, this study will focus on the evaluation level of developed interactive learner's packet (LEAP) in Understanding Culture, Society and Politics to be evaluated by Social Science and ICT Teachers in the District of Santa Cruz, Laguna.

Background of the Study

Blended learning is now the new transition period from modular to online distance learning; it is a combination of synchronous & asynchronous learning with the use of electronic devices. However, because of the lack of gadgets and weak internet signals, the Department of Education cannot push to 100% Online Distance Learning in both private and public schools; that is why the modular approach remained the best choice for the parents and students. However, the learners and teachers are adjusted to the situation now. For this reason, a new and developed learners' packet will be helpful for the learners and teachers, as well as the parents who are busy working and have no time to go to school to get printed modules.

As we continue to live in these new normal settings, the number of positive cases in the Philippines is rapidly increasing. To protect the health and welfare of our students and teachers from getting and spreading these viruses, a digital copy of Learner's Packet or LEAP will be much needed & appropriate to lessen the direct physical contact and eliminate the day of doing retrieval and return of hard copies of modules at school.

Corporate eLearning Executive Keith Bachman (2020) pointed this out when he said, “In times where small instructor-led classrooms tend to be the exception, electronic learning solutions can offer more collaboration and interaction with experts and peers and a higher success rate than the live alternative." Moreover, since we are now in the fourth industrial revolution, as Education 4.0, technology is very suitable for this new setup in the teaching and learning process. Some of the Learners' Packet from the Department of Education are most generally made in contents, instructions, and activities given and made available to all students across the country on each grade level. Technically, those LEAP's contents and activities are usually not interactive and not in a digital form since the topics are made in the full text of instructions and activities. The researcher of this study delved into the fusion of this concept and found this opportunity to modify the Learners' Packet (LEAP) to help private and public senior high school learners in Santa Cruz District. *School of Education online (2020)* states that teachers want to improve student performance, and the technology can help them accomplish this aim. Using technology will provide students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn and enables students to explore and deepen their understanding of complex concepts. The students will also develop the 21st-century skills needed for their future occupations.

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With the given subject and selected topics in this study, the Learners Packet is developed and modified into a new digital interactive soft copy material with different features and structures. The concept of contextualization and adding more innovative learning activities inside the Learners' Packet will be much better as the learning kit for our Senior High School learners and teachers. The setup will become more interactive as the Developed Leaners' Packet will keep up with today's challenges.

Theoretical Framework

The E-learning Approach, according to Aparicio et al. (2016), unites two main areas, learning and technology. Learning is a cognitive process for achieving knowledge. Technology is an enabler of the learning process, meaning that technology is used like any other tool in the education praxis, such as a pencil or a notebook. Although this seems quite simplistic and logical, a pencil is a more technologically transparent tool, and its use may seem more natural to many. Furthermore, technology underpins other problematic situations because it includes various dimensions. E-learning systems aggregate various tools, such as writing technologies, communication technologies, visualization, and storage. Researchers and scientists have sought to transform e-learning systems into technically transparent tools, like a pencil or notebook. The e-learning literature is vast and continues to grow steadily. Investigating e-learning systems' adoption and usage reveals continuous growth everywhere in the world.

Obringer (2010) explains that E-learning can be CD-ROM-based, Network-based, Intranet-based, or Internet-based. It can include text, video, audio, animation, and virtual environments. It can be a vibrant learning experience that can even surpass the level of training one might experience in a crowded classroom. It is self-paced, hands-on learning.

Mayer's 12 Principle of Multimedia Learning Theory

One of the critical persons a proponent of e-learning is Richard E. Mayer, whom he introduces the 12 Principles of Multimedia Learning. One of the most exciting aspects of these concepts is their long-term application. While education's increased use of technology as an instructional tool aid, these - fundamental principles remain relevant for decades to come. And now, since we are in the 4th Industrial Revolution, Multimedia Learning is very applicable to this new normal setup in our education system.

These principles are known for stating that "people learn more deeply from words and pictures than from words alone" However, simply adding words to pictures is not an effective way to achieve multimedia learning. This is to create educational media that considers how the human mind operates.

The e-learning concept, apart from technology, includes learning strategies and learning methods and lately is very much directed to the vast possibilities of content diffusion and connection. The concept trend no longer means using a computer as an artifact in the learning process.

The Five-Stage Model Theory of Gilly Salmon

Salmon (2005) developed a five-stage model of e-learning and e-moderating that for some time has had a significant influence on where online courses and online discussion forums are used. For online learning to be successful and happy, participants need to be supported through a structured developmental process.

The five-stage model provides a framework or scaffold for a structured and paced program of e-activities. The five-stage model offers essential support and development to participants at each stage as they build up expertise in learning online. Through all the stages, the tutor/teacher/lecturer fulfills the role of moderator or e-moderator, acting as a facilitator of student learning.

The theory, as mentioned above in the use of technology in teaching, is where this research paper is anchored. With the new normal in the education field and the continuous changes in the landscape of the teaching and learning processes, e-learning, such as contextualized and interactive learning materials, must be given focus and emphasis to cope with the current situation. Interactive and contextualized learning materials use the approaches that the learners and teachers need nowadays. The interactivity of the learning materials can be incorporated into the digital learning material, which could greatly help understand the subject matter; in this case, the subject Understanding Culture, Society and Politics in Senior High School will be used to develop an Interactive Learners' Packet for Senior High School Learners and Teachers.

Social Constructivism Theory

Picciano (2017), in his view of Social Constructivism Theory on Learning, explains that parallel to behaviorism and cognitivism was the work of several education theorists, including Lev Vygotsky, John Dewey, and Jean Piaget. Their focus on social constructionism was to describe and explain teaching and learning as complex interactive social phenomena between teachers and students.

Vygotsky posited that learning is problem-solving and that the social construction of solutions to problems is the basis of the learning process. Vygotsky described the learning process as establishing a "zone of proximal development" in which the teacher, the learner, and a problem to be solved exist. The teacher provides a social environment in which the learner can assemble or construct the knowledge necessary to solve the problem with others. Likewise, John Dewey saw learning as a series of practical

social experiences in which learners learn by doing, collaborating, and reflecting with others. While developed in the early part of the 20th century, Dewey's work is evident in a good deal of the present-day social constructivist instructional design.

Reflective practice by both learner and teacher is a pedagogical cornerstone for interactive discussions that replaces straight lecturing, whether in a face-to-face or online class. Jean Piaget, whose background was in psychology and biology, based his learning theory on four stages of cognitive development that begin at birth and continue through one's teen years and beyond. In designing the Logo programming language, Seymour Paper drew from Jean Piaget the concept of creating social, interactive microworlds or communities where children, under the guidance of a teacher, solve problems while examining social issues, mathematics, and science equations, or case studies. Paper's approach to integrating computer technology into problem-solving is easily applied to many facets of instructional design.

The theory mentioned above is a parallel thought in the importance of contextualizing learning materials. Through Social Constructivism theory, the learners build information based on what he already knows as a foundation of their learning. Constructing a more extensive idea as to what the subject's lesson is being emphasized gives the learner a working knowledge because of the contextualization of the lesson. Torres (2015) supports this as he states that with these processes, teachers can present the lesson in a more meaningful and relevant context based on the learner's previous experiences and real-life situations. Both adhere to making the lesson flexible, fit, creative, relevant, meaningful, and adaptive to the student's level of understanding and instructional needs. Social Science, being an area that deals with geography and culture, can maximize the advantages of utilizing indigenous materials in classroom discussion and activities. With contextualization, learners are put in a natural and actual learning environment, letting them manipulate, relate, and adapt to various learning opportunities and resources available within the locality or community. Profound learning will be assured and realized.

In addition to the learning theory cited, the proponent also gave attention to the learning model of active constructionism and the principles of its design.

According to Hadjerrouit, 2003, this learning theory includes learners should act as knowledge constructors, not as passive receiver from teachers and the learning process should contain embedded assessment procedures that consider learners' individual orientations. The benefits of using interactive learning systems includes allowing using more brain sensors, which in turn will encourage deep reflective thinking and creating an enhanced learning process for individual learners.

Statement of the Problem

The primary purpose of this research is to determine the evaluation level of the Developed Interactive Learners' Packet in Teaching Understanding Culture, Society and Politics from Social Science and ICT Teachers in Public and Private Senior High School in Santa Cruz District, Division of Laguna.

Distinctively, it sought to answer the subsequent questions:

1. Determine the evaluation in the component of Interactive Learner's Packet in terms of;
   - 1.1 objectives;
   - 1.2 content;
   - 1.3 assessment?
2. Determine the evaluation of the characteristic of the Interactive Learner's Packet in terms of;
   - 2.1 accessibility;
   - 2.2 user-friendly;
   - 2.3 interactivity; and
   - 2.4 structure?
3. Determine the significant difference in evaluating the developed Interactive Learners' Packet components;
4. Determine the significant difference in evaluating the character of the developed Interactive Learners' Packet.

Research Methodology

This research determine the evaluation level of the Components and Characteristics of the Developed Interactive Learners' Packet in Teaching Understanding Culture, Society and Politics from Social Science and ICT Teachers in Public and Private Senior High School in Santa Cruz District, Division of Laguna.

Research Design

This study used the descriptive method, which, as stated by Aquino (2010), involves collecting data to test the hypothesis or answering questions concerning the current status of the subject to study.

The main purpose of utilizing this method is to describe the data and characteristics of what is being studied. Descriptive research is done to understand a topic or situation better. Hence, this research design was viable to determine the Developed Interactive Learners' Packet (LEAP) teaching Understanding Culture, Society, and Politics in public and private Senior High School Social Science and ICT Teachers in Santa Cruz District, Division of Laguna.

Population and Sampling Technique

This study if focused on the evaluation of Developed Interactive Learners' Packet in Teaching Understanding Culture, Society and Politics; hence, the Senior High School Social Science Teachers and Information and Communication Technology Teachers were utilized as respondents. The research used a total enumeration which is a purposive sampling technique, targeting all Senior High School Social Science Teachers composed of 43 respondents and Information and Communication Technology Teachers which is composed of 29 respondents from both public and private senior high schools in Santa Cruz District, Schools Division of Laguna.

Research Procedure

A request letter request was sent to the Schools Division Superintendent for the approval to conduct the study regarding the development of an interactive learner's packet (LEAP) in teaching Understanding Society, Culture, and Politics.
The researcher underwent the following stages during the conduct of the study:

Stage I – Researching and Gathering of Materials

Topics stated in the Understanding Society, Culture and Politics and their targeted Most Essential Learning Competencies Supplementary materials such as videos, augmented reality pictures, virtual walking tours, and pictures related to the topic were gathered from other reference books and the internet.

Stage II – Development of contextualized and interactive Learner Packet

Digital Publishing Platforms such as Kotobee Author and other e-book maker apps and web blogs were used in creating the Interactive Learner Packet (LEAPs). The criteria for the developed materials were based on the following components—objectives, content, assessment, and characteristics which were accessibility, user-friendly, interactivity, and the structure. The Division Learning Resource Evaluator validated the developed learners' packet in Social Science before its evaluation by the respondents consisting of Senior High School Social Science Teachers and Information and Communication Technology Teachers.

Stage III – Evaluation of the Interactive Learner Packet in teaching Understanding Culture, Society, and Politics.

The selected Senior High School teachers assessed the developed interactive learners' packet using a standardized evaluation form from the Department of Education. The researcher modified the form to fit the current study. The developed interactive learners' packet was evaluated according to the following criteria: objectives, content, assessment, accessibility, user friendly, interactivity, and structure. The evaluation, comments, recommendations, and suggestions will be considered to modify the Developed Interactive Learners' Packet in Teaching Understanding Culture, Society, and Politics.

Research Instrument

The researcher adopted a questionnaire for the targeted Social Science Teachers and Information and Communication Technology Teachers to generate an evaluation of the developed Interactive Learners Packet (LEAP). The adapted survey questionnaire is from the evaluation form of the DepEd Schools Division Office of Laguna and from parallel published studies which was then modified to fit this current research context.

The first part of the adapted questionnaire for the teachers with the components of the learner's packet has three criteria: objectives, content, and assessment, while the second part is the characteristics of the learners' packet composed of accessibility, user-friendly, interactivity, and structure guided by the numeric scale given 4 – extremely agree, 3 – agree, 2 – disagree, and 1 – extremely disagree.

The researcher administered the questionnaire through an online platform via Google Form answered by the Social Science Teachers and ICT Teachers from private and public senior high schools in Santa Cruz District. The adapted questionnaire is appropriate to the Philippine context and that it will gather necessary and relevant data for the study. It will contain a multiple-choice grid type of question. Each item was expressed by which languages the participants were more comfortable with.

The Likert scale including its range was used to interpret the values of the gathered data through a self-made questionnaire of the researcher. The equivalent raw scores were as follows:

Scale	Verbal Interpretation
3.40 – 4.00	Extremely Agree
2.80 – 3.49	Agree
2.20 – 2.79	Neutral
1.60 – 2.19	Disagree
1.00 – 1.59	Extremely Disagree

Statistical Treatment of Data

Weighted mean and standard deviation were used to determine the components of the developed learner's packet in terms of its components - objectives, content, and assessment. At the same time, the second part is the characteristics of the developed interactive learners' packet consisting of the following: accessibility, user-friendly, interactivity, and structure which are equivalent to the evaluation of the Development Interactive Learners Packet (LEAP) in teaching Understanding Culture, Society and Politics from the Social Science and Information Technology Teachers.

Weighted mean and standard deviation were used to determine the characteristics of the Learner's Packet consisting of the following: accessibility, user-friendly, interactivity, and structure.

The response categories used are as follows: extremely agree, agree, disagree, and extremely disagree.

The t-test for uncorrelated mean at .05 was used to determine the significant difference among the evaluation results of Senior High School Social Science Teachers and Information and Communication Technology Teachers in both public and private schools in Santa Cruz District.

Results and Discussion

Evaluation of the Components of the Developed Interactive Learners' Packet

Table 1 presents the evaluation of the Social Science and Information and Communication Technology teachers on the components of the developed interactive learner's packet in terms of objectives.

Table 1. Evaluation of the Components of the Developed Interactive Learners' Packet as to Objectives

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D	Verbal Interpretation
1. The objectives in each topic are indicated in the Learner's Packet.	3.91	0.294	Extremely agree	3.72	0.455	Extremely agree
2. The objectives are anchored in the Most Essential Learning Competencies.	3.91	0.294	Extremely agree	3.72	0.455	Extremely agree
3. The objectives are clear and understandable.	3.88	0.324	Extremely agree	3.41	0.501	Extremely agree
4. The specific objectives of the selected topics in UCSP are attainable and measurable.	3.88	0.324	Extremely agree	3.55	0.506	Extremely agree
5. The activities and assessment are in-line with the objectives.	3.88	0.324	Extremely agree	3.55	0.506	Extremely agree
Overall Mean	***3.89***		***Extremely Agree***	***3.59***		***Extremely Agree***

The components of the developed interactive learners' packet were evaluated in terms of its objectives. It was found that both the Social Science teachers and the ICT teachers extremely agree that the objectives for each topic are indicated in the learner's packet, as shown by the mean of 3.91 and 3.72, respectively. The objectives of the learners' packet are anchored in the MELCs, as extremely agreed by the Social Science teachers *(M=3.91, SD=0.294)* and the ICT teachers *(M=3.72, SD=0.455).* Social Science teachers and the ICT teachers extremely agree that the objectives are clear and understandable, as reflected by the mean of 3.88 and 3.41, respectively. The objectives of the learners' packet are specific, attainable, and measurable, as extremely agreed by the Social Science teachers *(M=3.88, SD=0.324)* and the ICT teachers *(M=3.55, SD=0.506).* Finally, an extremely agreed interpretation was given by the Social Science teachers *(M=3.88, SD=0.324)* and the ICT teachers *(M=3.55, SD=0.506)* on aligning the objectives with the activities and assessment.

The overall means for the evaluation in the objectives of the learners' packet by the Social Science teachers *(M=3.89)* and by the ICT teachers *(M=3.59)* were interpreted as extremely agree. This means that the groups of evaluators perceived that the objectives of the learners' packet were understandable and aligned with the learning competencies set forth by the DepEd. However, it is noticeable that the Social Science teachers gave a higher rating on the objectives of the learners' packet than the ICT teachers. Each learning material provided to our students has always been guided by the objectives of how the teaching and learning processes should be achieved. The objectives of each lesson from the developed interactive learner's packet are all

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anchored on the Most Essential Learning Competency provided by the Department of Education, which is the primary reference of all schools in implementing the teaching and learning delivery approaches that are suited to our 21st Century Learners during the new normal setup in education.

Mazgon and Stefanc (2012) state that objectives and goals of instruction are the starting point for the selection and structuring of materials during instruction. They make up a framework for selecting the materials that will enable the achievement of specified educational goals. Identifying the learning method suitable for a specific goal or a specific learner also makes it easier to identify an appropriate educational medium through which the goals that different ways of learning can be achieved.

Table 2 presents the evaluation of the components of the developed interactive learners' packet in terms of content.

Table 2. Evaluation of the Components of the Developed Interactive Learners' Packet as to Content

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. The developed interactive learner's packet manifests congruence to the Most Essential Learning Competencies.	3.74	0.492	Extremely agree	3.55	0.506	Extremely agree
2. The content of the selected topics in the Learner's Packet is appropriate and learner-centered, enhancing higher-order thinking skills and 21st Century Skills.	3.79	0.466	Extremely agree	3.52	0.509	Extremely agree
3. The Learner's Packet contains tasks, activities, and assessments.	3.77	0.427	Extremely agree	3.59	0.501	Extremely agree
4. The Learner's Packet promotes self-learning activities suited to the current new-normal situation.	3.74	0.492	Extremely agree	3.24	0.435	Agree
5. The Learner's Packet displays words, phrases, sentences, and discourse that are grade-level-appropriate to learners.	3.79	0.466	Extremely agree	3.34	0.484	Agree
Overall Mean	***3.77***		***Extremely Agree***	***3.45***		***Extremely Agree***

The table indicated that both Social Science teachers and the ICT teachers extremely agreed that the content of each topic in the developed interactive learner's packet is congruent to the Most Essential Learning Competencies, as shown by the mean of *(M=3.74, 3.55),* respectively. Each content of the selected topics in the learner's packet proved that it is appropriate and learner-centered, enhanced higher-order thinking skills and 21st Century skills, as extremely agreed by the Social Science teachers with a mean of *(M=3.79, SD=0.466)* and the ICT teachers *(M=3.52, SD= 0.509).* The third indicator found by both the Social Science teachers and the ICT teachers was extremely agreeable that the learner's packet contained tasks, activities, and assessments suited to their abilities as reflected by *(M=3.77, 3.59),* respectively.

The learner's packet promotes self-learning activities suited to the current new-normal situation, as extremely agreed by the Social Science teachers *(M=3.74, SD= 0.492).* In contrast, the ICT teachers agree, as shown by the mean *(M=3.24).* Lastly, an extremely agreed interpretation was given by the Social Science teachers *(M=3.79, SD=0.466)* that the learner's packet displays of words, phrases, sentences, and discourse, are all grade-level-appropriate to the learners while the ICT teachers *(M=3.34, SD=0.484)* interpret this as agree.

The overall mean for evaluating the content of the interactive learner's packet by the Social Science teachers *(M=3.77)* and by the ICT teachers *(M=3.45)* were interpreted as extremely agree. This means that both respected respondents perceived that the content of the selected topics in the learner's packet is easy to understand, grade-level appropriate, learner-centered and provides self-learning activities parallel to the set competencies from the MELCs.

This supports Georgouli's (2018) parallel study, which said that the starting point for e-learning is providing information and self-learning activities. Once that point has been established, exploring new innovative approaches, and relying on technology to go deeper and transform information into knowledge becomes possible. In parallel, students should be motivated to cooperate to reach this goal through their participation in the designed appropriated topic.

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Table 3 presents the evaluation of the Social Science teachers and the ICT teachers on the components of the developed interactive learner's packet in terms of assessment.

Table 3. Evaluation of the Components of the Developed Interactive Learners' Packet as to Assessment

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. Assessments are evident in the selected topics highlighting learner-centered.	3.81	0.450	Extremely agree	3.55	0.506	Extremely agree
2. Suitable assessment tools are used to support the theories of multiple intelligences.	3.74	0.441	Extremely agree	3.45	0.506	Extremely agree
3. Values formation is evident in the assessment.	3.72	0.454	Extremely agree	3.21	0.412	Agree
4. The assessment types provide opportunities for self-assessment that helps in the advancement of the learner.	3.79	0.412	Extremely agree	3.17	0.384	Agree
5. The assessment is congruent to the objectives/learning outcomes.	3.81	0.450	Extremely agree	3.34	0.484	Agree
Overall Mean	***3.78***		***Extremely Agree***	***3.34***		***Agree***

Legend:
3.40 – 4.00 Extremely Agree
2.80 – 3.39 Agree
2.20 – 2.79 Neutral
1.60 – 2.19 Disagree
1.00 – 1.59 Extremely Disagree

Assessment is an essential part of every learning material since this is the gauge as to how the learner understands the content and achieves the objectives through various activities. The first indicator, which assessments are evident in the selected topics that highlights a learner-centered, is interpreted as extremely agree by both Social Science teachers *(M=3.81, SD=0.450)* and the ICT teachers *(M=3.55, SD=0.506).* The assessment tools used in the learner's packet are very suitable and support the theories of multiple intelligences as extremely agreed upon by the Social Science and the ICT teachers, as shown by the mean of *(M=3.74, 3.45),* respectively.

The value formation in the learner's packet is evident in the assessment as extremely agreed by the Social Science teachers *(M=3.72, SD=0.454)* and agreed by the ICT teachers *(M=3.21, SD=0.412).* The assessment in the developed interactive learner's packet provides opportunities for self-assessment that helps in the advancement of the learners. It is congruent to the objectives or learning outcomes interpreted as extremely agree by the Social Science teachers reflected by the mean of *(M=3.79,3.81*). In contrast, the ICT teachers agreed, as shown by the mean *(M=3.17, 3.34),* respectively.

The overall mean for the evaluation in the assessment of the learner's packet by the Social Science teachers *(M=3.78)* is interpreted as extremely agree and by the ICT teachers *(M=3.34),* which is interpreted as agreeing. This means that the Social Science teachers give a higher rating score on the assessment of the learner's packet than the ICT teachers. This indicated that the assessment of the learner's packet, as perceived by the group of the Social Science teachers, is very suitable for the learner's multiple intelligences and gives opportunities for the learner's advancement, which is aligned with the objectives of the selected topics. However, it is noticeable that the Social Science teachers rated the interactive learner's packet assessment more than the ICT teachers.

Salandanan, as cited by Orolfo (2013), stated that an effective module or learning materials should consist of optional activities depending on the student who may be interested in pursuing the concept. Learners with different levels of understanding and intelligences should be provided with varied activities to cater to their needs. The developed interactive learners' packet provides such activities aligned to the learning outcomes.

Evaluation of the Characteristics of the Developed Interactive Learners' Packet

Table 4 presents the evaluation of the characteristics of the developed interactive learner's packet in terms of accessibility. The accessibility of the learning material depends on its design and how it can be used.

Table 4. Evaluation of the Characteristics of the Developed Interactive Learners' Packet as to Accessibility

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. The Learner's Packet is accessible to the learners and teachers online or offline, anytime, anywhere.	3.65	0.529	Extremely agree	3.59	0.501	Extremely agree
2. The inserted URL links in the learner's packet to the other program, webpage, or presentation are accessible.	3.70	0.513	Extremely agree	3.21	0.726	Agree
3. Navigation within the screen of the Learners Packet is straightforward, easy to understand, and readable.	3.72	0.504	Extremely agree	3.45	0.506	Extremely agree
4. The Learner's Packet is digitized, online format, and readily convertible/downloadable to any android device.	3.77	0.480	Extremely agree	3.45	0.506	Extremely agree
5. The Learner's Packet does not require heavy data usage in accessing the links of the supplementary materials.	3.58	0.545	Extremely agree	3.24	0.739	Agree
Overall Mean	***3.68***		***Extremely Agree***	***3.39***		***Agree***

Legend:
3.40 – 4.00 Extremely Agree
2.80 – 3.39 Agree
2.20 – 2.79 Neutral
1.60 – 2.19 Disagree
1.00 – 1.59 Extremely Disagree

For this new normal setup, we need a learning material that is very accessible. The developed interactive learner's packet is accessible to all the learners and teachers online or offline, anytime, anywhere, which is extremely agreed upon by the Social Science teachers and the ICT teachers, as reflected by 3.65 and 3.59, respectively.

This means that the developed interactive learner's packet can be used by diverse learners and teachers from different places they were, whether it is online or offline. The inserted URL links in the learners' packet to the other program, webpage, or presentation are all accessible as extremely agreed by Social Science teachers *(M=3.70, SD=0.513)* and agreed by the ICT teachers *(M=3.21, SD=0.726).* Social Science teachers and the ICT teachers both extremely agreed that the learner's packet navigation within the screen of the learner's packet is straightforward, easy to understand, and readable, as reflected by the mean of *(M=3.72, 3.45),* respectively. The design of the learner's packet is digitized, online format, and readily convertible/downloadable to any android device. It was extremely agreed upon by the Social Science teachers *(M=3.77, SD=0.480*) and the ICT teacher *(M=3.45, SD=0.506)*. Finally, an extremely agree interpretation was given by the Social Science teachers *(M=3.58, SD=0.545*), and an agreement was interpreted by the ICT teachers *(M=3.24, SD=0.739)* in the indicator that the learner's packet does not require heavy usage of data in accessing the links of the supplementary materials.

The overall means for evaluating the characteristics of the accessibility of the learner's packet by the Social Science teachers *(M=3.68)* is interpreted as extremely agree, and the ICT teachers *(M=3.39)* were interpreted as agree. This means that the respondents recognized the design of the learner's packet as very accessible to the learners and the teachers online or offline. The navigation of the learner's packet screen is understandable and readable, which can also be downloaded in any digital android device. It does not require heavy data users to access the links of interactive learners' packets.

This is parallel to the study of McGinty (2020), who stated that inclusion matters across all aspects of teaching and learning, and accessibility of the learning materials is essential to our diverse learners. She also enumerated the things we need to consider having an accessible learning material. A digital accessible learning material should have an accessible font, images, videos, links or webpages, and other multimedia sources that help maintain the learner's attention and build connections to the content of the learning material.

Table 5 presents the evaluation of the characteristics of the developed interactive learner's packet in terms of user-friendly. The characteristics of the developed interactive learners' packet were evaluated in terms of user-friendly. It was found out that

both the Social Science teachers and the ICT teachers extremely agreed that the learner's packet used multimedia suitable for the learner's level of understanding, as shown by the mean of 3.91 and 3.93, respectively.

Table 5. Evaluation of the Characteristics of the Developed Interactive Learners' Packet as to User-Friendly

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. The Learner's Packet used multimedia suitable for the learners' level of understanding.	3.91	0.294	Extremely agree	3.93	0.258	Extremely agree
2. The Learner's Packet provides self-help instructions, a user's guide, rubrics, and other troubleshooting support to the learner.	3.70	0.465	Extremely agree	3.52	0.829	Extremely agree
3. The Learner's Packet provides meaningful interaction and innovative experiences for the learners.	3.88	0.324	Extremely agree	3.76	0.435	Extremely agree
4. Icons and symbols used in the Learner's Packet are clear and easily understood.	3.93	0.258	Extremely agree	3.76	0.435	Extremely agree
5. The Learner's Packet is a low-cost digital learning material available to all teachers and learners.	3.79	0.412	Extremely agree	4.00	0.000	Extremely agree
Overall Mean	***3.84***		***Extremely Agree***	***3.79***		***Extremely Agree***

Legend:

3.40 – 4.00 Extremely Agree
2.80 – 3.39 Agree
2.20 – 2.79 Neutral
1.60 – 2.19 Disagree
1.00 – 1.59 Extremely Disagree

The learner's packet provides self-help instructions, a user's guide, rubrics, and other troubleshooting support to the learner was extremely agreed upon by the Social Science teachers *(M=3.70, SD=0.465)* and the ICT teachers *(M=3.52, SD=0.829)*. The learners' meaningful interaction and innovative experience were provided on the developed interactive learner's packet as extremely agreed by the Social Science and ICT teachers as reflected by the mean of (*M=3.88, 3.76*). Both Social Science teachers and the ICT teachers gave an extremely agreed interpretation. The icons and symbols in the learner's packet are clear and understandable, as reflected by the mean of *(M=3.93, 3.76*), respectively. Moreover, for the last indicator, an extremely agreed interpretation was given by the Social Science teachers (*M=3.79, SD=0.412*) and the ICT teachers (*M=4.0, SD=0.000*) on the learners packet that low-cost digital learning material available to all teachers and learners.

The overall means for evaluating the characteristics of the developed interactive learner's packet in terms of user-friendly by the Social Science teachers *(M=3.84*) and the ICT teachers (*M=3.79)* we're interpreted as extremely agree. This result indicates that the developed interactive learners' packet was suitable to the learner's level of understanding and guided by the rubrics and instructions, which also provides a meaningful interaction and innovative experiences using the developed interactive learners' packet. The icons and symbols were clear, understandable, and readily available to all the teachers and learners.

This is also parallel to the findings of Shehzadi et al. (2020), that found the change of acceptance over time wherein they investigated the influence of e-learning on the students' satisfaction in the context of the pandemic. A positive was the resulted in the students' satisfaction with ICT technologies, e-service quality, and e-information quality as influencing factors of students' e-learning experience. This implies that the developed interactive learner's packet used a user-friendly interface with a clear and understandable design and easy-to-use screen layouts recommended by the learners to induce learners to use e-learning.

Table 6 presents the evaluation of the characteristics of the developed interactive learner's packet in terms of its interactivity.

Results showed that both Social Science teachers and ICT teachers agreed that the interactive learning activities are evident, as indicated by the mean of 3.98 and 3.55 separately. The outcome of the evaluation that the learners' packet provides

realistic and practical enrichment activities was also extremely agreed upon by the Social Science teachers (*M=3.91, SD= 0.294*) and the ICT teachers (*M=3.48, SD= 0.509*).

Table 6. Evaluation of the Characteristics of the Developed Interactive Learners' Packet as to Interactivity

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. Interactive learning activities are evident in the Learner's Packet.	3.98	0.152	Extremely agree	3.55	0.506	Extremely agree
2. The LeaP provides realistic and practical enrichment activities.	3.91	0.294	Extremely agree	3.48	0.509	Extremely agree
3. The LeaP gives the user a means to manipulate the varied activities.	3.93	0.258	Extremely agree	3.55	0.827	Extremely agree
4. The Learner's Packet provides real-time viewing of scores in their assessment result.	3.93	0.258	Extremely agree	3.55	0.827	Extremely agree
5. The activities in the Learner's Packet support 21st-century learning skills.	3.95	0.213	Extremely agree	3.76	0.435	Extremely agree
Overall Mean	***3.94***	***Extremely Agree***		***3.58***	***Extremely Agree***	

Legend:

3.40 – 4.00 Extremely Agree
2.80 – 3.39 Agree
2.20 – 2.79 Neutral
1.60 – 2.19 Disagree
1.00 – 1.59 Extremely Disagree

The learner's packet gives the user a means to manipulate the varied activities that are also extremely agreed upon as evaluated by the Social Science and ICT teachers, as reflected by the mean of (*M=3.93, 3.55*), respectively. For indicator four under the interactivity, Social Science teachers and the ICT teachers agreed that the Learner's Packet provides real-time viewing of scores in their assessment results, as shown by the mean of (*M=3.93, 3.55*), respectively.

Moreover, for the last indicator, an interpretation of extremely agree was the result of the evaluation given by the Social Science teachers (*M=3.95, SD=0.213*) and by the ICT teachers (*M=3.76, SD=0.435*) on the activities in the learner's packet that support 21st-century learning skills.

The overall mean for evaluating the characteristics of the developed interactive learner's packet in terms of its interactivity were interpreted as extremely agree by the Social Science teachers *(M=3.94*) and the ICT teachers (*M=3.58*). This means that the evaluators perceived that interactive learning activities are evident in the learner's packet and provide realistic and practical enrichment activities that support the 21st-century learning skills.

The result of this characteristic of the developed interactive learners' packet supports the statement of Sezer (2011), where the researcher indicates that compared to those in traditional lecture-based classes, students using interactive learning material with interactive activities show improved retention and better conceptual understanding of learned material.

Table 7 presents the evaluation of the characteristics of the developed interactive learners' packet in terms of structure. Both Social Science teachers and ICT teachers extremely agreed that the Learner's Packet is suitable for the students and teachers using technology in the teaching-learning process, as indicated by the mean of 3.81 and 3.62 respectively. Indicator 2 under the structure showed that Learner's Packet structure follows the sequence of content standards from MELCs which was also extremely agreed by the Social Science teachers (*M=3.72, SD= 0.454*) and ICT teachers (*M=3.62, SD=0.494*). The sequence of the Learner's Packet which is based on the Department of Education's format are also extremely agreed upon by the Social Science and ICT teachers as evaluated with the results of the mean of (*M=3.74, 3.62*). Under the structure for the fourth indicator, Social Science teachers and the ICT teachers agreed that the learner's packet includes texts and graphics (adequately cited) that are clear, readable, and appropriate to the content standard, as shown by the mean of (*M=3.86, 3.97*).

The last indicator for this table showed an interpretation of extremely agree as a result given by the Social science teachers (*M=3.84, SD=0.374*) and by the ICT teachers (*M=3.76, SD=0.435*) that the learner's packet layout displays appropriate pictures, videos, presentation, and proper size and color combination.

Table 7. Evaluation of the Characteristics of the Developed Interactive Learners' Packet as to Structure

Indicators	Social Science Teachers			ICT Teachers		
	Mean	S.D.	Verbal Interpretation	Mean	S.D.	Verbal Interpretation
1. The Learner's Packet is suitable for the students and teachers using technology in the teaching-learning process.	3.81	0.394	Extremely agree	3.62	0.494	Extremely agree
2. The Learner's Packet structure follows the sequence of content standards from MELCs.	3.72	0.454	Extremely agree	3.62	0.494	Extremely agree
3. The sequence of the Learner's Packet is based on the Department of Education's format.	3.74	0.441	Extremely agree	3.62	0.494	Extremely agree
4. The Learner's Packet includes texts and graphics (adequately cited) that are clear, readable, and appropriate to the content standard.	3.86	0.351	Extremely agree	3.97	0.186	Extremely agree
5. The Learner's Packet layout displays appropriate pictures, videos, presentation, and proper size and color combination.	3.84	0.374	Extremely agree	3.76	0.435	Extremely agree
Overall Mean	***3.80***		***Extremely Agree***	***3.72***		***Extremely Agree***

The overall means of the evaluation in the characteristics of the developed interactive learners' packet as to structure were interpreted as extremely agree by the Social Science teachers with the mean of *(M=3.80)* and the ICT teachers with the mean of (*M=3.72).* This means that the structure of the developed interactive learners' packet is based on the format of the Department of Education that follows the sequence of the learning content and standard from the MELCs.

The result of this study backs the findings of Okongo et al. (2015), stating that the availability of teaching and learning resources for the implementation of inclusive education, whether the structures are designed to meet learners with special needs, and more time is dedicated to learners with special needs. The new normal landscape of the education because of the pandemic required special needs of the Filipino learners, and the use of the interactive learner's package, with its structure based on the design of the Department of Education's curriculum, shows that the developed learning resource material is acceptable as supplementary material in teaching Understanding Culture, Society and Politics to the Senior High School students.

The difference in the Evaluation of the Social Science Teachers and IT Teachers in the Components and Characteristics of the Developed Interactive Learners' Packet

Table 8 presents the difference in the evaluation of the Social Science teachers and the ICT teacher in the Components and Characteristics of the Developed Interactive Learner's Packet.

Table 8. The difference in the Evaluation of the Components of the Developed Interactive Learners' Packet

Components	Mean		Mean Difference	t-value	p-value	Analysis
	Social Science Teachers	ICT Teachers				
Objectives	3.89	3.59	0.30	3.696	0.000	***Significant***
Content	3.77	3.45	0.32	3.421	0.001	***Significant***
Assessment	3.78	3.34	0.44	4.947	0.000	***Significant***

Both the Social Science teachers and the ICT teachers extremely agree that the objectives of the learners' packet are specific, measurable, and aligned with the MELC and that there is congruency with the activities and assessment. However, the Social Science teachers gave a higher rating on the objectives of the learners' packet than the ICT teachers.

Testing the difference, it was found that there is a significant difference in their evaluation of the objectives of the learners' packet (*t=3.696,p=0.000*). Regarding the content of the learners' packet, both groups of evaluators extremely agree that the content is appropriate, learner-centered, and has activities that could enhance self-learning. However, the Social Science teachers gave a higher rating on the content of the learners' packet than the ICT teachers.

Testing the difference, it was found that there is a significant difference in their evaluation of the content of the learners' packet (*t=3.421, p=0.001*). Similarly, a significant difference in the evaluation of the two groups in the assessment component of the learners' packet was noted (*t=4.947, p=0.000).*

The results of this study in this particular area are parallel to the findings of Wahyuningsih et al. (2020). For learning resources to function properly, users' ability to maximize the characteristics of these learning resources is required. Educators' ability to use or develop a digital learning resource needs to be owned in the current period, especially in the pandemic where learning is carried out with an online system. The objectives, content, and assessment used in this developed learner's packet are aligned to the Department of Education's current curriculum and designed to cope with the current situation at the moment of the conduct of this study. The developed learning resource material could be supplementary material for use in the teaching and learning process where blended learning is used.

Table 9 presents the difference in the evaluation of the characteristics of the Developed Interactive Learner's Packet.

Table 9. The difference in the Evaluation of the Characteristics of the Developed Interactive Learners' Packet

Characteristics	Mean		Mean Difference	t-value	p-value	Analysis
	Social Science Teachers	ICT Teachers				
Accessibility	3.68	3.39	0.29	2.575	0.012	***Significant***
User-Friendly	3.84	3.79	0.05	0.797	0.429	Not significant
Interactivity	3.94	3.58	0.36	3.417	0.002	***Significant***
Structure	3.80	3.72	0.08	1.609	0.289	Not significant

The Social Science teachers and the ICT teachers extremely agreed that the characteristics of the developed interactive learners' packet are accessible, user-friendly, interactive, and following the structure. It's interesting that the Social Science teachers gave a higher rating on the interactivity of the learners' packet than the ICT teachers with a mean of 3.94 and 3.58 with a mean difference of 0.36.

Testing the difference, it was found that there is a significant difference in their evaluation of the interactivity of the learners' packet (*t=3.417, p=0.002*). The Social Science teachers and the ICT teachers are extremely agreed that the learners' packet is accessible to learners and teachers both online and offline, links are also accessible, navigation is straightforward and understandable, and compatible with other devices. It does not require heavy data usage, which is very helpful to both students and teachers.

Similarly, a significant difference in the accessibility of the learners' packet as evaluated by the two groups in the learners' packet was noted (*t=2.575, p=0.012*). On the other hand, **No significant** differences were noted in the user-friendliness (*t=0.797 and p=0.429*) and the structure (*t=1.609 and p=0.289*) on the interactive learners' packet that both Social Science and ICT teachers gave an almost the same rating because the learner's packet is patterned on the format of the Department of Education which was oriented to all the teachers.

These findings lead to the rejection of the null hypothesis that there are significant differences in the evaluation of the Social Science teachers and ICT teachers in the developed interactive learner's packet' on objectives; content; assessment; accessibility, and interactivity. The developed interactive learner's packet is accessible, suitable, and interactive for the senior high school teachers. It is a budget-friendly learning material in today's new normal setup in education.

In support of the findings of this study, Dhammei (2021) found out that the important characteristics of self-learning materials should be self-motivation that encourages students to learn, arousing their curiosity of the students, and must make the learning process meaningful for the learners. Also, the materials must offer features like directions, hints, and references so that the students can learn independently. The developed learner's packets possess these kinds of characteristics evaluated by the

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respondents and found that learning material could be used as supplementary teaching material for the subject Understanding Culture, Society and Politics for the Senior High School students.

The developed interactive learner's packet proved to be extremely agreed upon in terms of its components and characteristics as evaluated by the Social Science and ICT teachers and could be used in the teaching and learning process. It was designed so that content and characteristics are self-directed because of its features and self-evaluating. It included evaluation mechanisms such as self-assessment questions, activities, and exercises reinforcing their learning.

Summary of Findings

Based on the data gathered, organized, and analyzed, the following were the researcher's findings. Specifically, the study attempted to answer the questions; 1. Determine the evaluation in the component of Interactive Learner's Packet in terms of; 1.1 objectives; 1.2 content; and 1.3 assessment; 2. Determine the evaluation of the characteristic of the Interactive Learner's Packet in terms of; 2.1 accessibility; 2.2 user-friendly; 2.3 interactivity; and 2.4 structure; 3. Determine the significant difference in evaluating the developed Interactive Learner's Packet components; 4. Determine the significant difference in evaluating the character of the developed Interactive Learners' Packet.

The descriptive method was employed in the study. The total population sampling technique was used to identify the 72 public and private secondary school teachers-respondents comprising 43 Social Science Teachers and 29 ICT Teachers/experts from Santa Cruz District, Schools Division of Laguna in which they answered the survey questionnaire to measure their level of evaluation on the Developed Interactive Learners Packet in teaching Understanding Culture, Society and Politics.

The statistical treatment of the gathered data revealed the following findings:

1. Evaluation of the Components of the Developed Interactive Learners' Packet

The overall weighted mean on the first two components - objectives and content got 3.89 and 3.77 from the Social Science Teachers and 3.59 and 3.45 from the ICT Teachers, which were interpreted as "extremely agree ."However, it is noticeable that the third component, the assessment, resulted in Social Science teachers giving a higher rating mean of 3.78 with an interpretation of "extremely agree" compared to the mean of 3.34, which is interpreted as "agree" from the ICT teachers.

2. Evaluation of the Characteristics of the Developed Interactive Learners' Packet

The overall weighted mean on the three characteristics– user friendly, interactivity and structure got a highest mean of 3.84, 3.94 and 3.80 which interpret as "extremely agree" from the Social Science Teachers while an overall mean of 3.79, 3.58 and 3.72 was from the ICT teachers which also interpret as "extremely agree".

On the other hand, on the first characteristics as to accessibility, the overall weighted mean of 3.68 was from the Social Science Teachers with an interpretation of 'extremely agree" while an overall mean of 3.39 from the ICT teachers was interpreted as "agree".

3. Significant Difference in the Evaluation of the Social Science Teachers and ICT Teachers in the Components and Characteristics of the Developed Interactive Learners' Packet

The components and characteristics of the developed learner's packet in teaching Understanding Culture, Society, and Politics as to objectives, content, assessment, accessibility, and interactivity got the computed t-values of 3.696, 3.421, 4.947, 2.575, and 3.417 were all interpreted as ***"significant"*** from the Social Science teachers and ICT teachers. However, ***"no significant"*** differences were found in the user-friendliness and the structure of the developed interactive learner's packet with computed t-values of 0.797 and 1.609, respectively, from the evaluation of Social Science and ICT teachers.

These findings lead to the rejection of the null hypothesis that there are significant differences in the evaluation of the Social Science teachers and ICT teachers in the developed interactive learner's packet' objectives; content; assessment, accessibility, and interactivity.

Conclusion

From the data gathered and discussed, the following conclusions were derived:

Results showed a significant difference in the level of evaluation between Social Science teachers and ICT teachers from both public and private Senior High Schools in the characteristics and components of the developed Learner's Packet in terms of its objectives, content, assessment, accessibility, and interactivity. The results also showed that the evaluation of the teachers with the components' user-friendliness and structure of the learner's packet has no significant difference.

Therefore, it is concluded that the developed interactive learner's packet is very accessible. The content is suitable. It is very interactive for the senior high school learners and teachers, low-cost learning material in today's new normal set-up. It can be considered a supplementary learning material in teaching Understanding Culture, Society, and Politics.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are given:

1. Curriculum planners and experts from the Department of Education can view the findings and results of this study as a basis for the modification of existing learner's packet to make it interactive as a tool for the teaching and learning process in the new normal to develop the 21st-century skills of the learners continuously.

2. Supervisors and Administrators from the Division, District, and School levels may support the development of the Interactive Learners Packet to strengthen the program through webinars, seminars, and workshops on how E-learning should be adopted in the teaching and learning processes in the new normal.

3. Social Science teachers are highly encouraged to develop an Interactive Learners Packet in teaching Understanding Culture, Society, Politics, and other social science subjects with the same concept as the one evaluated to contribute to the archive of learning materials of their school or district.

4. ICT teachers/experts can contribute to developing the E Interactive Learners Packet by utilizing or designing another user–friendly programs or applications software that could help teachers from all subject areas develop LEAPs.

5. A follow-up study on the same conceptual framework may be conducted among other teachers in Senior High Schools teachers in the Division of Laguna.

6. Implementation of the Interactive Learner's Packet could be used as supplementary learning material in Senior High Schools through blended learning in the new normal.

7. Further validation studies may be done through an experimental design as a separate study to evaluate the effectiveness of the Developed Interactive Learners Packet.

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