Learning Activity Packets (LAPs) for Personal Development in Senior High School in Ilocos Norte, Philippines

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The study developed and validated Learning Activity Packets (LAPs) for Personal Development. The LAPs contain lessons based on the most essential learning competencies (MELCS). The following are provided for in every lesson: learning competencies and objectives, background information for learners, activities, rubric and guide questions (if needed), reflection, assessment, references and answer key. The Research and Development (R & D) method was employed. The following steps were followed: 1) preliminary preparation; 2) detailed writing specifications; 3) writing the LAPs; 4) preparation for the initial draft of the LAPs; 5) validation of the LAPs to panel of

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experts; 6) revision of the LAPs based from the evaluators' comments and suggestions; and 7) final production of the LAPs. Data were gathered using two instruments namely: a) survey checklist on the least mastered competencies of Personal Development which served as the basis for the development of learning activity packets (LAPs) in Personal Development; and b) validation scale to determine the validity of the learning activity packets in terms of competencies, content, instructional qualities and assessment. The validity of the LAPs was determined using the weighted mean. The results revealed that the LAPs for teaching Personal Development in senior high school met the requirements for developing instructional materials as manifested by the overall mean of 3.70 with descriptive interpretation as highly valid. The Learning Activity Packets for Personal Development is recommended for use and to further validate and determine its effectiveness, and so that it can be further revised and refined. Similar research is recommended to continue the development of learning activity packets in other grade levels in the Araling Panlipunan curriculum and senior high school subjects.

1. INTRODUCTION

The Department of Education's (DepEd) implementation of the K to 12 Basic Education Program provided programs and projects that improve the quality education. It also provided necessary competencies and 21st century skills with international standards. Hence, making it a more appropriate, competent, and relevant education that is guaranteed to meet the basic educational needs of every Filipino learner in the basic education.

DepEd Order No. 21 s. 2019 paved way to the implementation of additional two (2) years to the basic education or the creation of the Senior High School (SHS) curriculum. Academic tracks and strands were created and offered new subjects classified into core subjects and specialized subjects. One of the new subjects introduced was Personal Development, a social science core subject that was being undertaken by all Senior High School students regardless of their track and strand.

Personal Development as a subject is anchored on Psychology, which is the study of human thinking and behavior. As a result, this new social science subject aids senior high school students in understanding the stages of development they are going through. As they make key professional decisions as teens, this subject serves as a tool to help them better grasp who they are, their inner conflicts and how it affects their personality and the essential people who give meaning into their lives. The subject was mandatory to all senior high school students and is offered in one grade level only [1].

Personal Development subject uses the experiential learning approach which encourages students to explore various phases of their development. It makes use of personal reflections, sharing of ideas and experiences, and lecture methods that will help the students divulge and articulate relevant concepts, theories, and tools in its different areas [2-5]. Furthermore, this academic course included the topics on self-development, aspect on personal development, building and maintaining relationships and career development, as reflected in the SHS Core Subject Curriculum Guide [6].

In addition, school year 2022 to present used the Most Essential Learning Competencies (MELCs) as a guide in teaching various learning areas including Personal Development subject. Within the MELCS are the needed learning competencies that should be acquired and performed by the learners [7].

Such modifications made in the Philippine education system paved way to problems or challenges such as insufficient learning materials, lack of laboratories and other teaching and learning facilities and difficulties in assessment. The aforementioned were some of the results mentioned by Natividad [8] in his study.

Furthermore, Cogal and his team's [9] examination of the report by the Asian Development Bank cites the following difficulties and problems with the implementation of the SHS Curriculum: 1. inadequate infrastructure (43.1%); 2. 28.6% of instructors are understaffed; and 3. prerequisites for applications to provide several SHS tracks (17.5%). Such results from this study by the ADB could be no less of relevance as the world was hit at large by the

wide-scale global pandemic the same year. The implementation of the SHS curriculum vis-à-vis the global pandemic made it even harder for everyone involved in the educational landscape to cope with all these challenges [10-14].

In fact, with an unstructured interview to some teachers handling Personal Development of the three schools division in the province of Ilocos Norte, these were some of their challenges in teaching the subject: 1) adjusting to the context and content of the subject matter, especially those who were teaching both in Junior High and Senior High schools; 2) limited resource materials; 3) preparing instructional materials such as PowerPoint Presentation of lessons and activity sheets; and 4) insufficient trainings in teaching the subject.

Republic Act 10533 or the Enhanced Basic Education Act of 2013 stated the importance of the development and production of local and contextualized teaching and learning materials approved by the regional and divisional units. Hence, meeting the demands of the new curriculum, creation of new materials such as learning activity packets was encouraged.

With the given challenges, there is in fact a need to develop positive attitude towards learning in Personal Development subject. Thus, this study aimed to develop Learning Activity Packets (LAPs) for Personal Development through a thorough investigation of the least mastered competencies in the subject [15-18]. This LAPs will then serve as a supplementary resource material which can be used by teachers for their instructional delivery and for the learners to enhance specific least mastered competencies.

The objective of this study is to develop Learning Activity Packets (LAPs) in Personal Development for senior high school.

1.1 Statement of the Problem

Specifically, it sought to answer the following:

1. What are the least mastered competencies in Personal Development as perceived by the teachers?
2. What Learning Activity Packets (LAPs) could be developed based on the identified least mastered competencies?
3. How valid is the Learning Activity Packets (LAPs) in terms of:

3.1 objectives;
3.2 content;
3.3 instructional quality; and
3.4 assessment?

1.2 Significance of the Study

The result of this study would benefit both teachers, students, curriculum and material developers, and future researchers for the following reasons:

Teachers: The LAPs would serve as a support and enrichment material in teaching the various concepts in Personal Development (PerDev) subject. It would give them an idea on how to improve their teaching strategies and approaches in line to the subject matter. Further, the output of this study would serve as an additional instructional material for remediation in teaching the subject matter with minimal or no face-to-face encounter with the learner.

Students: The LAPs could also be significant to students because they can master the learning competencies in Personal Development. It could also enhance their critical thinking through engaging themselves with various activities for independent learning. More so, with the aid of the material developed, the learners could have a better understanding of themselves.

Curriculum and material developers: With the results of this study, this would serve as a basis to the curriculum and material developers to design instructional materials with learning activity packets. Concomitantly, it would also encourage them to conduct professional development trainings, programs and seminars in the creation of additional intervention materials such as learning activity packets.

Researchers: The study will also be of great help for future researchers who are interested in looking into opportunities that could further enhance the teaching and learning process in the different subject areas in the senior high school.

1.3 Scope and Delimitation of the Study

The study focused on developing learning activity packets to address the learners' low mastery of the various competencies in Personal Development. The study was delimited to teachers handling Personal Development (PerDev) from the three (3) Schools Division in the province of Ilocos Norte namely, Schools Division of Ilocos Norte, Schools Division of Laoag City and Schools Division of Batac City for School Year 2022.

The validity of the LAPs that were developed was based on the results of the evaluation made by the panel of experts. Six (6) members of the validation team were as follows: three (3) Social Studies Education Program Supervisors from the three Schools Division in the province of Ilocos Norte; one (1) Social Studies Master Teacher; one (1) HEI Registered Guidance Counselor; and one (1) HEI Registered Psychologist. It was done through a validation rating scale. Their evaluation and comments were considered for the revision of the final version of the LAPs.

2. MATERIALS AND METHODS

2.1 Research Design

This study employed research and development (R&D) design in the development of Learning Activity Packets (LAPs) for Personal Development in Senior High School. The R&D method describes and explains the steps in achieving a goal and contribute to a body of knowledge that may be utilized in developing new methodologies.

This study underwent three stages– the planning stage, development stage and the validation stage. The planning stage comprised two specific stages, namely: preliminary preparation and detailed writing specification. The development stage involved the designing and writing of the LAPs. The validation stage focused on the validation of the material by panel of experts, revision and finalization of the LAPs.

2.2 Location of the Study

The study was conducted in the three (3) School Divisions in the province of Ilocos Norte namely: Schools Division of Ilocos Norte, Schools Division of Laoag City, and Schools Division of Batac City.

The Schools Division of Ilocos Norte was composed of fifty-four (54) senior high schools; Schools Division of Laoag City and Schools Division of Batac City on the other hand both have five (5) senior high schools, respectively.

2.3 Population and Sampling Procedure

As to the sampling technique to identify the population involved in the study, total enumeration was employed to identify the actual respondents. All faculty who are teaching Personal Development across the three (3) School Divisions in the province for the academic year 2022-2023 were the respondents of this study.

The participation of the participants was requested to the respective District Superintendents and School Principals of the senior high schools across three (3) school divisions of the province of Ilocos Norte.

2.4 Data Gathering Procedure

The researcher developed a survey checklist on the learning competencies in Personal Development to determine the least mastered competencies which is the basis in development of material which was critiqued by the advisory committee and was consequently revised. When the instrument was ready, the researcher followed the protocol set forth by the Mariano Marcos State University (MMSU) University Research Ethical Review Board (URERB). Upon approval and issuance of certification to proceed, the researcher forwarded a letter to the division superintendents, school heads and teachers in Personal Development of the sixty-four (64) senior high schools in the three divisions in the province of Ilocos Norte.

Likewise, a copy of the approved request letter was forwarded to the school heads. Upon approval of the request to conduct the study, the researcher asked permission from the school heads of the different secondary schools to distribute questionnaires to the teachers. The researcher sent letters of request duly signed and endorsed by the researcher's adviser to conduct the study to the Schools Division of Laoag City, Batac City and Ilocos Norte.

Questionnaires were distributed online via Google Form. They were requested to respond to the questionnaires within seven (7) working days.

All data gathered were organized, analyzed, and interpreted using appropriate statistical tools to answer the problems of this study. The result of the study served as the basis for the development of LAPs for Personal Development. After the development of the LAPs, it was subjected for evaluation by the panel of experts and revisions were made for further enhancement of the material based on the results and recommendations by the panel of experts.

2.5 Population and Sampling

In the survey checklist, data were collected and interpreted from the responses of the teachers from the three (3) Schools Divisions in the province of Ilocos Norte. Total Enumeration was employed covering all Personal Development teachers who served as the respondents in the study. Distribution of the 67 teacher-respondents across three divisions are as follows: 57 from SDO-Ilocos Norte, 5 from SDO-Laoag City and 5 from SDO- Batac City.

On the other hand, the other set of respondents were composed of a group of expert validators along instructional materials development. The panel of experts were asked to validate the developed LAPs based on the following criteria: a) objectives; b) content; c) instructional qualities; and d) assessment.

The researcher provided a complete disclosure of all relevant information about the research in the form of a written document and explained its contents to the respondents as necessary to enable them to make an informed decision prior to their participation in the study.

Respondents were also provided with sufficient time to complete the electronic survey via Google Forms. Additionally, they ensured that time-on-task and the non-disruption of classes policies were observed during the course of this study's implementation.

2.6 Research Instrument

The researcher utilized two assessment instruments as tools in gathering data for the study: 1) a survey checklist made by the researcher to determine the least mastered competencies in teaching Personal Development in the development of LAPs based from the Most Essential Learning Competencies (MELCs) issued by the Department of Education, and 2) a modified validation rating scale used by Lagadan [19] which was based on the guidelines set by the Learning Resources Management and Development System (LRMDS) of DepEd in evaluating instructional materials that are printed and non-printed.

The first instrument is a list of learning competencies in Persoal Development based on the K to 12 Most Essential Learning Competencies (MELCs) which was developed by the Department of Education Central Office in 2020.

The respondents were tasked to read the learning competencies and rate them according to their perceived level of mastery of their students. The survey checklist covers the two quarter periods or one semester based on the academic calendar of the Department of Education.

The validation instrument was used by Lagadan [19] in his study that was based on the guidelines set by the Learning Resources Management and Development System (LRMDS) of DepEd in evaluating instructional materials that are printed and non-printed. The first part requires some information of the evaluator's personal and professional background and is immediately followed by the criteria for the validation of the LAPs with regard to: a) objectives; b) content; c) instructional qualities; and d) assessment.

2.7 Statistical Treatment of Data

The researcher used the descriptive statistics to quantify the data gathered. Specifically, the mean was used to determine the least mastered competencies which would the basis in identifying the topics to be included in the LAPs. As such, competencies that fall under the category of moderately mastered, poorly mastered and not mastered competencies were considered least mastered competencies. A range of interval scores and its corresponding descriptive interpretation shown below:

Range of Means	Descriptive Interpretation
3.41– 4.00	Mastered Competency (MC)
2.61 – 3.40	Moderately Mastered Competency (MMC)
1.81 – 2.60	Poorly Mastered Competency (PMC)
1.00 – 1.80	Not Mastered Competency (NMC)

For the validity of the LAPs, the mean was used. A validation rating scale adapted and modified from Lagadan [19] was utilized and the means was interpreted using a range of interval scores and its corresponding descriptive interpretation shown below:

Range of Means	Descriptive Interpretation
3.25 – 4.00	Highly Valid (HV)
2.50 – 3.24	Moderately Valid (MV)
1.75 – 2.49	Slightly Valid (SV)
1.00 – 1.74	Not Valid (NV)

3. RESULTS AND DISCUSSION

3.1 Least Mastered Competencies in Personal Development as Perceived by Teachers

As shown in the Tables 1 and 2, there are listed learning competencies in Personal Development which are expected for learners to develop for a semester. There are thirty-one (31) Most Essential Learning Competencies (MELCs) and are scheduled into one semester or equivalent to two quarters in the senior high school K to 12 curriculums subdivided into sixteen (16) MELCs for Quarter 1 and fifteen (15) MELCs for Quarter 2, respectively.

These learning competencies are categorized as either mastered competencies or least mastered competencies (LMCs) as shown by the results. The most mastered competencies are categorized as mastered competency (4). In the same way, the least mastered competencies are classified as moderately mastered competency (3), poorly mastered competency (2) or not mastered competency (1).

3.2 Least Mastered Competencies in Personal Development, Quarter I

As shown in Table 1, all of the respondents or a hundred percent (100.00) identified that all the learning competencies fall under moderately mastered competency which is categorized as least mastered competencies. Hence, a need to develop Learning Activity Packets as an additional intervention material.

It can be seen in the table that learning competencies in Personal Development for Quarter I obtained a composite mean of 3.07. The table also shows that 16 out of 16 learning competencies were rated by the respondents as moderately mastered. According to one of the respondents, she made mention that:

> 'PerDev as a subject greatly requires situational analysis of personal experiences in day-to-day lives, however, lessons indicated as per curriculum guide are too broad and general. They have guide book and being supplemented with practical topics but mastering the competency takes long overdue. Hence, PerDev should be reinforced with contextualized yet interactive learning resources so that learning will be more authentic.'

This response supports Bell's (2017) findings as cited by Ancheta [20] who espoused that teacher are very creative in preparing learning materials. As a result, materials created by teachers may be used more simply to deliver lessons to students and provide greater results than materials produced by the Department of Education. The result also implies that the respondents believed that these competencies need the development of Learning Activity Packets as an intervention material. It means that they saw the value of materials' presence in enhancing learners' skills in relating to culture-based materials to understand the lessons.

3.3 Least Mastered Competencies in Personal Development, Quarter II

It can be gleaned in Table 2 that learning competencies are moderately mastered and a need to develop LAPs for Quarter II is recommended by the respondents with an obtained composite mean of 2.99.

The respondents claimed that Learning Activity Packets (LAPs) are highly needed across all the learning competencies of PerDev Quarter II. This implies that a meaningful understanding of the concepts is best achieved when supplemented by intervention materials such as LAPs. Further, it means that learners will be able to share reactions and opinions as well as comprehend lessons in PerDev when exposed to many valid and authentic assessment tasks embedded in the learning materials.

This supports Mathew's (2012) study who claimed that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials such as Learning Activity Packets (LAPs) can improve students' performance.

3.4 Validity of the Learning Activity Packets (LAPs) for Personal Development

The MELCs-based LAPs developed for Personal Development were subjected for validation in terms of their objectives, content, instructional qualities and assessment techniques. These materials were validated by a panel of experts composed of three (3) education supervisors in Social Studies, one (1) registered psychologist, one (1) master teacher specializing in Social Studies, and one (1) registered guidance counsellor.

Table 1. Mean ratings on the need for Learning Activity Packets (LAPs) in Personal Development Quarter I (n=67)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
1	Explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	3.19	MMC
2	Share his/her unique characteristics, habits, and experiences	3.18	MMC
3	Evaluate his/her own thoughts, feelings, and behaviors	3.09	MMC
4	Show the connections between thoughts, feelings, and behaviors in actual life situations	3.03	MMC
5	Discuss developmental tasks and challenges being experienced during adolescence	3.03	MMC
6	Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)	3.07	MMC
7	Identify ways that help one become capable and responsible adolescent prepared for adult life	3.12	MMC
8	Discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence	3.07	MMC
9	Identify causes and effects of stress in one's life	3.13	MMC
10	Demonstrate personal ways to cope with stress and maintain mental health	3.03	MMC
11	Discuss that understanding the different parts of the brain, processes and functions may help in improving thoughts, behavior and feelings.	3.03	MMC
12	Explore ways on how to improve brain functions for personal development	2.97	MMC
13	Develop a personal plan to enhance brain functions	3.06	MMC
14	Discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions	3.07	MMC
15	Explore one's positive and negative emotions and how one expresses or hides them	2.97	MMC
16	Demonstrate and create ways to manage various emotions	3.07	MMC
	Mean	3.07	MMC

Legend: Range of Means Descriptive Interpretation (DI)
3.41 – 4.00: Mastered Competency (MC)
2.61 – 3.40: Moderately Mastered Competency (MMC)
1.81 – 2.60: Poorly Mastered Competency (PMC)
1.00 – 1.80: Not Mastered Competency (NMC)

Table 2. Mean ratings on the need for learning activity packets (LAPs) in Personal Development Quarter II (n=67)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
1	Discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions	3.09	MMC
2	Express his/her ways of showing attraction, love, and commitment	3.13	MMC
3	Identify ways to become responsible in a relationship	3.07	MMC
4	Distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership	3.07	MMC
5	Compare one's perception of himself/herself and how others see him/her	2.99	MMC
6	Conduct a mini-survey on Filipino relationships (family, school, and community)	2.84	MMC
7	Appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better	2.84	MMC
8	Make a genogram and trace certain physical, personality, or behavioral attributes through generations	2.90	MMC
9	Prepare a plan on how to make the family members firmer and gentler with each other	2.90	MMC
10	Explain that understanding different factors, career development concepts and personal life goals influence career planning and decision-making.	3.00	MMC
11	Identify career options based on different factors, career development concepts and personal life goals	2.97	MMC
12	Prepare a career plan based on the identified career options to attain personal life's goals	3.00	MMC
13	Explain the factors in personal development that may guide him/her in making important career decisions as adolescents	3.01	MMC
14	Share insights that make him/her realize the importance of personal development in making a career decision as adolescent	3.03	MMC
15	Construct a creative visualization of his/her personal development through of the various stages he/she went through, stressors, influences, and decision-making points, and a personal profile analysis	3.00	MMC
	Mean	2.99	MMC

Legend: Range of Means Descriptive Interpretation (DI)
3.41 – 4.00: Mastered Competency (MC)
2.61 – 3.40: Moderately Mastered Competency (MMC)
1.81 – 2.60: Poorly Mastered Competency (PMC)
1.00 – 1.80: Not Mastered Competency (NMC)

In general, the intervention material was rated as highly valid with an overall mean rating of 3.70 meaning all the criteria set were met.

Tables 3 to 6 present the validation of the materials in terms of competencies, content, instructional qualities and assessment techniques.

A. Objectives

Table 3 shows the results of the validation made by the panel of experts on the developed LAPs as to the competencies or learning objectives.

The results show that the evaluation generally considered the objectives as highly valid with a mean rating of 3.73 for all the eleven LAPs. This indicates that the learning objectives are specific, clearly stated and attainable, logically developed and stimulate critical thinking. More so, the objectives established the concepts intended to teach through enrichment, enforcement, and mastery, hence, they were logically developed and organized and are also aligned with the topics and skills found in the MELCs of Personal Development.

According to Zhou [21], the use of well-specified objectives leads to the successful completion of an activity or task. Hence, writing objectives that target the needs and level of learners are useful in the mastery of set learning competencies.

B. Content

Table 4 shows the results of the validation made by the panel of experts as to the content of the LAPs.

The results show that in terms of content and activities, the LAPs are highly valid as it obtained a mean rating of 3.69.

This means that the content has clarity and focus, accurate and up-to date, organized and uses language that is appropriate for the target user. Moreover, activities are learner- centered, facilitate knowledge construction, support knowledge collaboration and fits to the level of difficulty for its intended target user and achieves its defined purpose that is enjoyable, challenging, and engaging.

According to Gonzales-Ceballos and his team [22], it is through interesting, fun and challenging activities that learners have an in-depth understanding of topics which is needed in mastering a competency. This supports the finding of Jose (2020) as cited by Ancheta [20] that numerous and various activities and examples for practice increase the extent to which information and skills are applied in a new situation, therefore, learning is more permanent.

C. Instructional Qualities

Table 5 shows the results of the validation made by the panel of experts as to the instructional qualities of the developed LAPs.

Based on the table, the instructional qualities of the LAPs are highly valid with a mean rating of 3.72.

Table 3. Mean ratings of the developed learning activity packets (LAPs) in terms of its competencies

Criteria	Mean Rating	Descriptive Interpretation
A. Objectives		
The learning objectives are:		
a. clearly stated and measurable	3.83	Highly Valid
b. consistent with the topics/ skills found in the Personal Development MELCs	3.67	Highly Valid
c. establishing the concepts intended to teach through enrichment, enforcement and mastery	3.83	Highly Valid
d. logically developed and organized	3.67	Highly Valid
e. stimulating critical thinking	3.67	Highly Valid
Mean	3.73	Highly Valid

Legend: Range of Means   Descriptive Interpretation (DI)
3.25 – 4.0: Highly Valid (HV)
2.50 – 3.24: Moderately Valid (MV)
1.75 – 2.49: Slightly Valid (SV)
1.00 – 1.74: Not Valid (NV)

Table 4. Mean ratings of the developed learning activity packets as to content

Criteria	Mean Rating	Descriptive Interpretation
B. Content		
The content has/is:		
a. clarity and focus	3.67	Highly Valid
b. accurate and up-to-date organized in a systematic way	3.50	Highly Valid
c. uses language that is appropriate to target user level.	3.67	Highly Valid
The activities are:		
d. learner-centered	3.83	Highly Valid
e. facilitate knowledge construction	3.83	Highly Valid
f. support knowledge collaboration	3.50	Highly Valid
g. fits to the level of difficulty for its intended target user and achieves its defined purpose that is enjoyable, challenging, and engaging	3.67	Highly Valid
Mean	3.69	Highly Valid

Legend: Range of Means Descriptive Interpretation (DI)
3.25 – 4.0: Highly Valid (HV)
2.50 – 3.24: Moderately Valid (MV)
1.75 – 2.49: Slightly Valid (SV)
1.00 – 1.74: Not Valid (NV)

Table 5. Mean ratings of the developed learning activity packets in terms of instructional qualities

Criteria	Mean Rating	Descriptive Interpretation
C. Instructional Qualities		
The instructional qualities:		
a. arouse interests and sustain attention	3.83	Highly Valid
b. promote positive values that support formative growth which is free from cultural, gender, racial, or ethnic bias.	3.83	Highly Valid
c. provide for the development of higher order thinking skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc. to the target user effectively.	3.50	Highly Valid
Mean	3.72	Highly Valid

Legend: Range of Means Descriptive Interpretation (DI)
3.25 – 4.0: Highly Valid (HV)
2.50 – 3.24: Moderately Valid (MV)
1.75 – 2.49: Slightly Valid (SV)
1.00 – 1.74: Not Valid (NV)

This implies that the instructional qualities of the material arouse interest and sustain attention, promote positive values that support formative growth which is free from cultural, gender, racial or ethnic bias, and provide for the development of higher order thinking skills such as critical thinking, creativity, learning by doing, inquiry, problem solving and others to the target user effectively [23-28].

The result coincides with the study of Mazgon and Stefanc [29] that in creating educational materials or instructional materials, it is important to consider its good characteristics such as to stimulate interest, free from gender bias and the promotion of higher order thinking skills.

D. Assessment

Table 6. Shows the results of the validation assessment done by the panel of experts about the assessment techniques of the LAPs.

The table reveals that assessment included in the developed LAPs are highly valid as indicated by a mean rating of 3.67.

Table 6. Mean ratings of the developed learning activity packets in terms of assessment

Criteria	Mean Rating	Descriptive Interpretation
D. Assessment		
The assessment techniques:		
a. offer an immediate feedback on the target user	3.50	Highly Valid
b. can be controlled by the target user at their own pace sequentially in presentation and review.	3.67	Highly Valid
c. encourage self-evaluation and peer-review	3.50	Highly Valid
d. encourage creative and critical thinking	3.67	Highly Valid
e. suit to the learning outcomes	3.83	Highly Valid
motivate students with real-life tasks and connections to personal experience	3.83	Highly Valid
Mean	3.67	Highly Valid

Legend: Range of Means Descriptive Interpretation (DI)
3.25 – 4.0: Highly Valid (HV)
2.50 – 3.24: Moderately Valid (MV)
1.75 – 2.49: Slightly Valid (SV)
1.00 – 1.74: Not Valid (NV)

This sinifies that the assessment techniques offer an immediate feedback on the target user, can be controlled by the target user at their own pace sequentially in presentation and review and encourage self-evaluation, peer-review, creative and critical thinking. Furthermore, it is suited to the learning outcomes and objectives and motivate students with real-life tasks and connections to personal experience [30-32].

This result conforms with the claim of Johnson (2021) that assessments are helpful guide in evaluating the objectives of the lesson if it was met or not. In addition, it serves as an excellent feedback of the progress of students, what they have understood and mastered in the given topics.

3.5 Summary of the Validation

Generally, the learning activity packets (LAPs) are highly valid with a mean rating of 3.70, indicating that it contains the characteristics of an acceptable curriculum support material in Personal Development. Specifically, the activity packets are highly valid in terms of competencies, content, instructional qualities and assessment.

The result implies that the materials developed can be used to improve the mastery of competencies of learners in Personal Development.

The evaluators have provided positive comments like:

Ma'am, your material was very clear and direct. Congratulations!

- Validator A

Congratulations! Thank you for considering Personal Development as your study. The learning activity packets will greatly help our learners and teachers.

- Validator B

4. CONCLUSION

Based on the findings, it is concluded that PerDev learners have least mastered competencies in all the Most Essential Learning Competencies in PerDev as identified by their teachers.

It can also be concluded that learning activity packets in Personal Development are needed to provide avenues to improve learners' performance by mastering the competencies required for them in PerDev.

Further, it is concluded that the LAPs developed are highly valid in terms of competencies, content, instructional qualities and assessment. Hence, the LAPs are accepted as instructional materials in teaching Personal Development to improve the mastery of competencies of the learners.

Finally, the study affirms the Mastery Learning theory and Zone of Proximal Development theory that supports learners learn

best with the assistance of a teacher in order to achieve a certain objective. As a result, a teacher is encouraged to create instructional materials that will aid students in understanding informational nuggets in specific areas of study.

5. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

The LAPs for Personal Development should be tried out to further assess its effectiveness in teaching the subject. Their observation and experiences on the use of the LAPs will become bases for further enhancement in order to make them more relevant and adaptive to the context and level of the learners.

The school administrators and other DepEd officials need to encourage teachers with learners with least mastered competencies to make LAPs. This can be achieved by providing teachers with various seminars, webinars, and training to equip them with the necessary skills, especially in the development of instructional materials.

Lastly, similar research is encouraged for wider scope of the study and field testing of the materials to develop other forms of LAPs in improving the least mastered competencies through remediation and for teaching PerDev and other learning areas.

CONSENT AND ETHICAL APPROVAL

Certain ethical guidelines were strictly followed when collecting the data necessary for this study. Prior to data collection, the researcher obtained informed consent from the Office of the Schools Division Superintendents of Laoag City, Batac City and Ilocos Norte, the concerned School Heads of the participating schools and the respondents.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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