

Strategic Intervention Material: A Tool in Improving Students' Academic Performance in Household Services 10

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ABSTRACT

When learners struggle to master essential competencies, effective intervention becomes imperative. This study addressed learning gaps in Household Services 10, particularly in explaining the characteristics of effective purchasing steps and procedures, through Strategic Intervention Material (SIM). It aimed to determine the effectiveness of SIM in improving students' academic performance, examine learners' perceived experiences, and determine significant differences in pre-test and post-test performance and mean gains between the control and experimental groups. A quasi-experimental research design was employed with 92 Grade 10 learners from Santander National High School, comprising 46 learners in each group. The control group used the learning module, while the

experimental group utilized the researcher-developed SIM. Data were gathered through pre-test and post-test assessments and a perception survey and analyzed using frequency count, percentage, weighted mean, standard deviation, and t-test. The experimental group's mean percentage score increased from 58.26 to 89.46, while the control group improved from 56.85 to 75.65. The experimental group obtained a higher mean gain of 6.24 compared with 3.76 for the control group, with a significant difference at $p = 0.000$. Learners reported a favorable experience with SIM, obtaining a general mean of 4.38. The findings indicate that SIM was more effective than the learning module in improving mastery of the targeted competency. Thus, teachers are encouraged to develop localized and contextualized SIMs, integrate SIM development into LAC or INSET activities, and enrich materials with diverse and interactive activities responsive to learners' needs and support improved academic performance among diverse learners.

Keywords: *Vocational Education, Strategic Intervention Material, Quasi- Experimental Design, Santander, Cebu*

INTRODUCTION

Household Services courses encompass a wide array of essential life skills such as cooking, cleaning, financial management, and home maintenance. Technology and Livelihood Education (TLE) teachers play a vital role in equipping learners with these competencies that promote self-sufficiency and employability. In the Philippine educational landscape, the foremost goal of every school is to provide accessible and high-quality education for all learners. However, this aspiration is often challenged by the constraints of the public school system. Although public school teachers possess the competence and commitment to deliver effective instruction, the scarcity of instructional resources limits their ability to

optimize the teaching-learning process. As Sablayan (2024) emphasized, instructional materials are indispensable in elevating teaching quality and ensuring that lessons are effectively delivered and meaningfully absorbed in the classroom.

Every educator strives for students to comprehend, apply, and eventually master the concepts taught in class. Yet, this goal becomes difficult to achieve when learners fail to grasp the foundational ideas of the lesson. This highlights the necessity of employing intervention strategies and targeted support systems that address individual learning gaps and promote equitable learning outcomes (Segarino et al., 2022). In this regard, Strategic Intervention Materials (SIMs) present an innovative solution to these instructional challenges, providing structured and engaging tools that reinforce understanding and mastery of essential competencies (Cumilang et al., 2025).

The field of household services is subdivided into three distinct standards: fundamental competencies, common competencies, and core competencies. Yet, although these capabilities may be grown via learning, some students have weaknesses that can be a barrier to obtaining new skills and information to better one's job. To facilitate efficient transfer of learning, educators must employ suitable pedagogical strategies and instructional resources throughout the teaching-learning process (Dumape, 2022). In their study, Leopardas et al. (2020) pointed out that Strategic Intervention Material serves as a highly effective pedagogical instrument for educators in meeting objectives related to the least comprehended lessons. This module encompasses puzzles, games, dynamic visuals, and a concept map crafted to stimulate and ignite the interest of learners. The utilization of Strategic Intervention Material (SIM) provides learners with structured opportunities to engage in the exploration of diverse ideas and concepts. This process not only enriches their comprehension of various subject areas but also facilitates the development of higher-order thinking skills. As an instructional tool, SIM serves as a pedagogical strategy that supports remediation and enrichment, thereby addressing individual learning needs while systematically enhancing students' academic competencies (Reyes et al., 2021). According to Kitto et al. (2020), the aim of SIM utilization is not only pertinent to learners' needs for a particular topic but also to learners' continuous learning and comprehension of personalized learning experiences.

Leonor Magtolis Briones, the former Secretary of Education, underscored the necessity of fostering 21st-century skills in students at the 3rd Annual EduTECH Philippines Conference and Exhibition, which took place from February 20 to 21, 2019, at the SMX Convention Center in Pasay City. 21st-century skills are deemed relevant to help students keep abreast with the fast pace of today's modern markets. At Santander National High School, Grade 10 learners are provided with structured learning opportunities that aim to strengthen their consumer decision-making processes. Such learning experiences extend beyond the acquisition of basic purchasing skills, as they also foster the development of critical-thinking abilities. Learners are encouraged to identify needs that require immediate attention, analyze available options, and evaluate alternatives before arriving at a sound decision. Decision-making, therefore, emerges as an essential component of consumer education, since learners must consider factors such as quality, affordability, and practicality prior to undertaking any purchasing activity. Through this process, students develop responsible consumer behavior and gain lifelong skills applicable to real-world situations.

The researcher has not encountered similar studies on Strategic Intervention Materials specifically developed for least-learned competencies in Household Services 10. Therefore, this study seeks to address the instructional material deficiency and evaluate the efficacy of the Strategic Intervention Material developed by the researcher in enhancing students' perception of the least-learned skills in Household Services 10, with a specific focus on the consumer decision-making process.

Theoretical Background

This study is primarily anchored on Constructivist Theory (Bruner, 1966), Scaffolding Theory (Vygotsky, 1978), Republic Act No. 10533 (Enhanced Basic Education Act of 2013), and DepEd Memorandum No. 117, series of 2005 (Training Workshop on Strategic Interventions for Successful Learning).

Constructivism is a learning theory that posits individuals generate new understandings through the dynamic interaction of their prior knowledge and beliefs with newly encountered concepts and information (Chand, 2023). In constructivism, learners acquire knowledge through their own experiences and reflections, making learning a personal process (Kumari, 2022). This implies that each individual constructs understanding based on personal observations and learning capacities may vary from one learner to another.

Jerome Bruner's work on the cognitive development of children led him to suggest three different approaches of representation. These include enactive representation, iconic representation, and symbolic representation. The first phase is known as the enactive phase that occurs from 0-1 year of age. This is the primary form of recollection. It is used throughout the first year of a person's existence, which corresponds to Piaget's sensorimotor stage. Because thinking is completely dependent on the performance of physical acts, the effective way for infants to acquire learning is not through the construction of mental models, but rather through direct participation in activities. This state is maintained well into the later stages of many different kinds of physical activity, such as learning to ride a bicycle for the first time. Several individuals possess the ability to perform a wide variety of bodily tasks, such as typing, operating a lawn mower, and sewing a shirt, although they may struggle to convey these actions through visual or verbal representations.

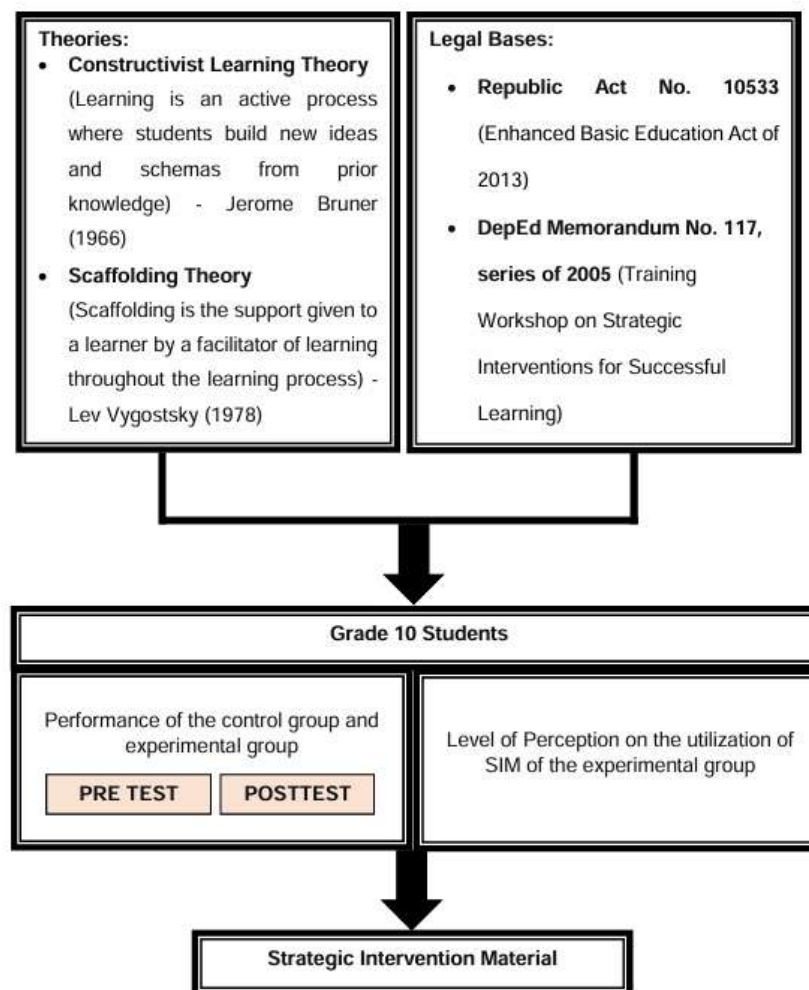


Figure 1. Theoretical Framework of the Study

The second stage is the iconic representation stage. Perceptual images, or mental pictures, are the primary means by which the brain stores information. These images are called "icons." Some people say they are aware of this, while others say they aren't. This is why it is often helpful to have pictures or diagrams to go along with the words when we are learning something new.

The third step is the use of symbols. This comes last. This is the location where data that are encoded as a code or symbol is kept. This mode is learned between the ages of six and seven. Because symbols can be rearranged, categorized, and grouped, the user is not constrained to a predetermined set of actions or visuals.

This learning theory is associated with the utilization of Strategic Intervention Material. The Guide Card on the SIM provides a preview of what the students will learn, what task needs to be undertaken, and what concept to absorb. It additionally includes images, tables, and all the necessary information required by students to execute the actions outlined in the Activity Card. This card provides all the activities with increasing levels of complexity. Ultimately, the Enrichment Card provides learners with opportunities to apply their newly gained information and abilities to different learning domains or new circumstances. Constructivism, as a pedagogical approach, highlights the active role of learners in building their own understanding and knowledge through meaningful experiences and reflective practices (Sepriyanti & Kustati, 2024). When effectively applied in education, this approach nurtures lifelong learners who can adapt to diverse and evolving contexts, ultimately contributing to both personal growth and the advancement of society (Montecillo, 2024).

Another theory where this study is anchored is the *Scaffolding Theory* of Vygotsky. Teacher scaffolding is regarded as an essential element of effective instruction, as it challenges educators to develop innovative strategies, methods, and materials that foster meaningful learning experiences (Corcino, 2021). By providing such support, students are gradually guided toward becoming independent and self-regulated learners. Scaffolding enables the mastery of complex skills and knowledge that learners may find difficult to acquire on their own. Instead of depending exclusively on one-on-one teacher guidance, assistance is now extended through instructional resources and technological tools that allow students to actively engage with content (Puntambekar, 2021). Moreover, classroom practices are restructured to encourage peer collaboration, while teachers assume the role of facilitators in small-group and whole-class discussions. As emphasized by Baylon (2023), scaffolding serves as a learning aid that incorporates cues, examples, and modeling to help learners cultivate autonomy and problem-solving skills.

Republic Act No. 10533 mandates the Department of Education to adhere to established criteria and guidelines in developing the enhanced basic education curriculum to ensure that it is learner-centered, gender-sensitive, and responsive to the diverse needs of students. The curriculum must be research-based, relevant, and designed to address the varying requirements of learners while being both culturally sensitive and contextualized. At the same time, it should prepare students for global competitiveness by integrating constructivist, experiential, introspective, collaborative, and integrative approaches to teaching and learning. Furthermore, the curriculum must remain adaptable enough to allow schools to indigenize, localize and develop learning to fit their particular educational and social contexts, thereby encouraging teachers to develop locally produced instructional materials.

The Department of Education in its effort to advance the quality of learning materials circulated *Memorandum No 117, series of 2005* which aims to equip teachers with essential skills in crafting intervention materials for successful learning and to further encourage the wide use of SIMs. The encouragement of the ongoing professional development of teachers, including the enforcement of the Learning Action Cell (LAC) Sessions, has been strengthened by DepEd Order No. 35, series of 2016. During LAC sessions teachers can collaborate with one another and share best practices that encourage curriculum contextualization and localization.

Strategic Intervention Material (SIM) functions not only as a remedial tool but also as an instructional strategy designed to enhance student learning (Gregorio, 2024). To achieve this purpose, SIMs

are crafted to address learners' difficulties in least-mastered competencies, provide engaging and meaningful activities, and capture interest through visually appealing presentation. Moreover, they encourage learners to think critically, participate actively, and ultimately improve their overall learning outcomes (Impas, 2021). Consistent with Borabo and Dio (2025), the Strategic Intervention Material (SIM) concept can be linked with the Strategic Instructional Model, which is an instruction scheme formulated by the University of Kansas Center for Research on Learning. The model focuses on self-initiated and explicit teaching strategies that are intended to assist students with learning challenges in order to enable them to learn and master knowledge and skills more efficiently. SIMs are usually used in combination with traditional classroom teaching and can be provided in various formats, such as worksheets, online or digital activities, and one-to-one tutoring (Zabala, 2023).

Similarly, Arpilleda (2021) asserted that Strategic Intervention Materials are useful aids in the development of student learning and the achievement of mastery of the least-learned competencies. Strategic intervention materials are well-developed with interactive lessons and easy but effective interactive discussions that motivate learners to read, understand, and investigate lessons independently. Through this, students have opportunities to reinforce their knowledge, fill learning gaps, and build increased confidence in performing the knowledge and skills they have learned.

Students are likely to enjoy learning concepts and better understand them when intervention materials are well planned and presented in a visually appealing manner (Luzano, 2020). Effective materials not only pique the interest of the students but also ensure that they remain motivated throughout the learning process. When activities, images, and directions are clear and imaginative, students are more curious and inclined to investigate the lessons independently, resulting in enhanced understanding and mastery of the topic.

As reported by Adonis (2020), by acknowledging and integrating the students' cultural heritage into the crafting of Strategic Intervention Material, this will enhance students' motivation, participation, understanding, and interest. In a study on attitude and performance of grade 11 students using Strategic Intervention Material, Etcuban et al. (2024) found that SIMs significantly enhanced students' confidence and attitudes towards mathematics, leading to better understanding and performance.

A research implemented by Calautit (2024) found improved students' academic achievements after adopting Strategic Intervention Materials (SIM). The research stressed that SIM is an effective learning support material that ensures mastery of least-learned competencies and learner's deeper understanding of complex concepts. Similarly, Cabangon and Bonaobra (2025) postulated that SIM can serve as a valuable pedagogical tool in enhancing the performance of students, especially in areas of study considered difficult and hard to grasp by students.

Additionally, Ocbian (2024) indicated that the use of SIM helped result in an impressive improvement in students' achievements, thus supporting its potential as a viable instructional approach. This result attests to the idea that well-designed and organized intervention material can close learning gaps and improve academic achievement. Similarly, Lituañas and Cruz (2025) discovered that the use of locally appropriate and contextually applicable content in SIMs improved significantly the understanding and performance of students, especially in difficult science concepts. Their study highlights the significance of crafting instructional materials that not only are pedagogically appropriate but also practical in the learners' actual contexts and experiences.

Moreover, Tambong and Malonisio (2025) highlighted the need to create innovative and contextualized learning resources like SIMs to consolidate students' foundation skills and fill learning gaps. Their research also revealed that the use of SIMs in improving the achievements of learners in other subjects could also have similar positive results, signifying their potential for wider educational use and impact. In addition to this, Cruz (2025) asserted that teaching strategies must be meticulously crafted to address the varying analytical capacities and learning styles of students. Such a view supports the need to uphold student-centered education that not only serves to enhance academic performance but also enables self-

esteem, participatory education, and the realization of individual learning capabilities. In the study of Vidal and Díaz (2025), students' feedback showed that the E-SIM was interesting and effective in the development of critical thinking and competence, implying a constructive effect on motivation and performance.

After the implementation of the Strategic Intervention Materials, (Lucas & Morbo, 2025) reported a significant improvement of the academic performance of learners in the experimental group. According to Albento (2023), the use of Strategic Intervention Materials allows teachers to deliver more customized and adaptive instruction that directly addresses the diverse learning needs of their students. Through this, educators are able to identify specific areas where learners encounter difficulties and provide targeted interventions to support their progress and to foster an inclusive learning environment for each student.

Statement of the Problem

This study assesses the effectiveness of the proposed Strategic Intervention Material in Household Services to improve the least-learned competency in the 1st quarter among Grade 10 students of Santander National High School during the school year 2024-2025.

Specifically, this study seeks to address these subproblems:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. combined family income; and
 - 1.4. experience in using Strategic Intervention Material in any subject areas.
2. What is the performance level of the experimental and control groups before and after using the instructional interventions in the learning competency: explaining the characteristics of effective purchasing steps and procedures?
3. What are the perceived experiences of the experimental group on the utilization of SIM?
4. Is there a statistically significant difference in the pretest and post-test
 - 4.1. performance between the control and experimental groups?
5. Is there a significant difference in mean gain between the control and experimental groups?
6. Based on the findings of the study, what Strategic Intervention Material can be enriched as a basis for adoption?

METHODS

Research Design

This research employed the quasi-experimental design. It utilized both Control Group and Experimental Group. The requisite data was collected through the utilization of survey and test questionnaires. The appropriate statistical processing was applied during the data analysis. After tabulating and analyzing the material obtained, results, conclusions, and recommendations were generated.

Flow of the Study

This study employed the Input-Process-Output (IPO) model, depicted in Figure 2 on the following page, to structure the research framework. The study's *input* comprised the profiles of the respondents. It included their age, gender, combined monthly family income, and have experienced using SIM in any subject areas. In addition to assessing the pre-test and post-test performance levels of both the control and experimental groups, the study also examined the experimental group's perceived experiences on the utilization of Strategic Intervention Material. It further examined the significant difference between the groups' pre-test and post-test results and their mean gains.

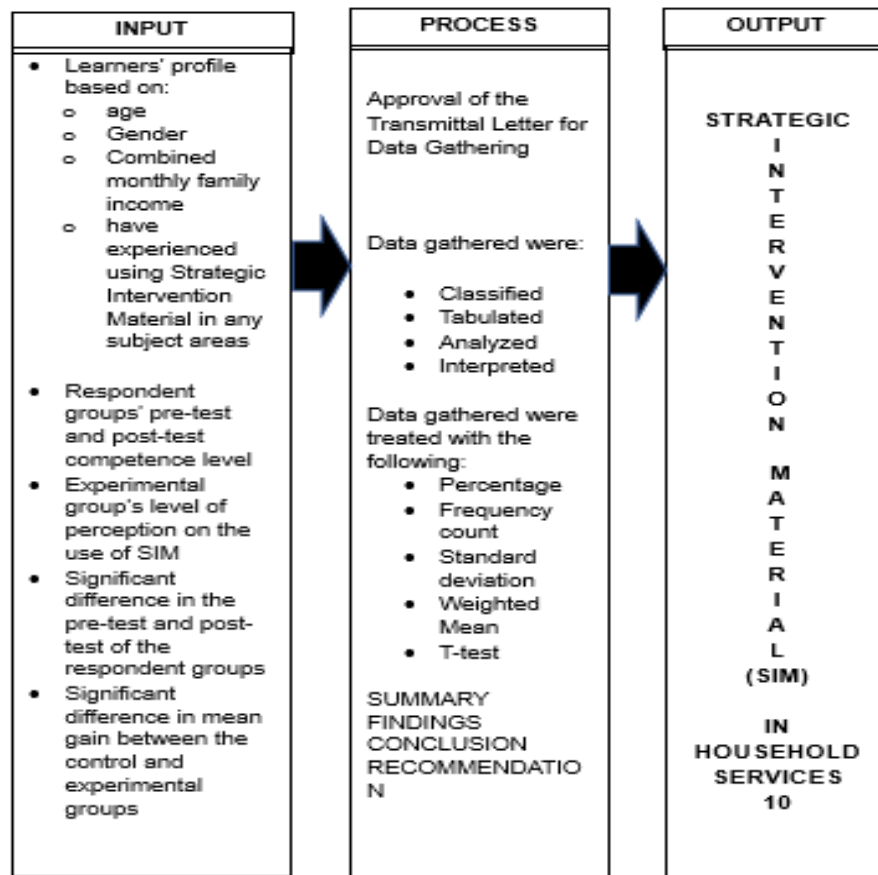


Figure 2. *Flow of the Study*

The *process* included obtaining permission for data-gathering procedures through a transmittal letter. The data were tallied, tabulated, and interpreted based on the chosen appropriate statistical treatments utilizing simple percentage, frequency count, standard deviation, weighted mean, and T-test. The results were the basis in writing the summary, findings, conclusion, and recommendation.

Finally, an enriched Strategic Intervention Material (SIM) in Household Services 10 was produced as the study's *output*.

Environment

Santander National High School is a public secondary institution located in the southernmost tip of Cebu in the district of Santander. The school served as the study's location. Santander National High School is administered by a school principal with a total of fifty-five (55) teachers. Among these, forty-two (42) teachers are assigned to the Junior High School, while thirteen (13) teachers are assigned to the Senior High School. Additionally, there are five (5) non-teaching employees present at the school. The institution has a total of 931 students in Junior High School and 370 students in Senior High School.



Figure 3. Location Map of the Study

When Santander National High School first opened its doors in 1968, it was known as Santander Barangay High School. The school was previously located behind the Municipal Building, where the Public Market currently stands. It was renamed Santander Municipal High School a few years later before becoming known as Santander National High School in 1993. Later, Santander National High School was relocated to the previous "tabuan" at Poblacion, Santander, Cebu in 1996. At present, constructed edifices near the coastline have been designated as the Senior High School Campus. Santander is Cebu province's southernmost municipality, located around 134 kilometers (83 miles) south of Cebu City and accessible in 4-5 hours.

This seaport serves as a crucial link between the province of Negros Oriental and the sea, facilitating the departure of passenger boats for Sibulan at regular intervals of 20 minutes. When the Spanish arrived, the city was called Santander, named after a city on Spain's northern Atlantic coast. Santander was founded in the year 1867, and the parish was established in the year 1897. Upon the arrival of the Spanish, the city acquired the appellation of Santander, derived from a city situated along Spain's northern (Atlantic) coastline. The establishment of the town occurred in 1867, but the establishment of the parish took place in 1897.

Instrument

The first instrument was one that had been developed by the researcher and was founded on the competencies outlined in DepEd's curriculum guide. This questionnaire underwent pilot testing with a group of students who had previously completed a specialization in household services. This process aimed to assess the clarity, reliability, and validity of the instrument, ensuring its suitability for the intended respondents and the objectives of the study. The previously mentioned instrument was employed to gather data regarding the consumer decision-making process of the learners during the pre-test and post-test stages of the study, encompassing both the experimental and control groups. This research also made use of a survey questionnaire that was adapted from Sinco (2018) and was used as an assessment tool to determine the perceived experiences of students regarding the utilization of the Strategic Intervention Material. A 5-point scale was used to score each question, with 5 being a strong agreement and 1 representing a strong disagreement. The proposed researcher-made Strategic Intervention Material (SIM) was subjected to a thorough validity testing prior to its utilization in the classroom setting. The validation process aimed to ensure the accuracy, relevance, and appropriateness of the content, activities, and assessments included in the material. It was carefully evaluated by a panel of experts composed of the Master Teacher in Science, Master Teacher in Mathematics, the Subject Coordinator in TLE, and the School Principal, who all provided valuable feedback and recommendations to further enhance the quality and effectiveness of the SIM before its implementation.

Respondents

The two groups specializing in Household Services from among the five Grade 10 sections of the school served as the primary respondents of the study. Specifically, the control group was composed of forty-six (46) students from Grade 10-Diamond, consisting of twenty-five (25) males and twenty-one (21) females, while the experimental group consisted of another forty-six (46) students from Grade 10-Jade, comprising twenty-six (26) males and twenty (20) females. These sections were carefully selected through purposive sampling to ensure that the intervention would target learners who demonstrated the greatest need for academic support. Both Grade 10-Jade and Grade 10-Diamond had recorded the lowest Mean Percentage Scores (MPS) during the conduct of the First Quarter Examination, indicating learning gaps in the subject area. Their participation as respondents contributed to an evaluation of the efficacy of the Strategic Intervention Material (SIM) in enhancing student performance in the learning competency, "explaining the characteristics of effective purchasing steps and procedures."

Table 1. *Respondents of the Study*

GRADE 10	No. of Students	Male	Female	Percentage
Diamond (Control Group)	46	25	21	50%
Jade (Experimental Group)	46	26	20	50%
TOTAL	92	51	41	100

As shown in Table 1, there were forty-six (46) learners, equivalent to 50%, from the control group and forty-six (46) learners, also equivalent to 50%, from the experimental group. A total of ninety-two (92) students, or 100%, were recorded as the respondents of the study.

Data Gathering Procedure

To obtain the necessary data, the researcher wrote a communication letter addressed to the school principal, seeking authorization to conduct the research involving the Grade 10 students. Once the request was granted, the researcher informed the selected participants about the study's objectives. They were advised that their willingness to participate served as the determining factor and that they had the right to

withdraw their participation at any time for any reason. As evidence of their voluntary participation, the research participants were required to accomplish an informed consent form.

Both the control group and experimental group underwent an initial administration of a pre-test. As a result, every group acquired knowledge regarding the steps and processes involved in purchasing through the utilization of both the traditional approach and Strategic Intervention Material. The control group completed the competency assessment using the conventional approach, utilizing a self-learning module. The experimental group, on the other hand, was subjected to the Strategic Intervention Material that was prepared by the researcher. In order to implement the Strategic Intervention Material, every student was furnished with a copy of the suggested material and allocated a period to independently delve into it. The researcher instructed the students to efficiently complete the activity, assessment, and enrichment cards in a sequential manner. After administering the Strategic Intervention Material to the experimental group, the researcher gave both the control and experimental groups a post-test to measure the improvement in their academic performance and to determine the effectiveness of the intervention. The post-test allowed for the comparison of learning gains between the two groups after the instructional treatment was conducted. Additionally, a questionnaire was administered to the experimental group to gather their perceptions, experiences, and feedback regarding the utilization of the Strategic Intervention Material. This instrument enabled the researcher to assess the level of engagement, clarity of content, and overall usefulness of the SIM from the students' point of view. The responses collected provided valuable insights into how the material influenced their motivation and understanding of the lesson, supplementing the quantitative results obtained from the post-test.

Treatment of Data

Following the collection of all required data, the researcher carefully tallied, organized, and tabulated the information to ensure accuracy and consistency. The data were then subjected to appropriate statistical treatments to derive meaningful interpretations and dependable results that addressed each of the research questions. Specifically, the researcher utilized percentage, frequency count, weighted mean, and T-test as the primary statistical tools.

The respondents' level of performance in the identified skills and their reported learning experiences were interpreted through the use of the weighted average, which helped determine overall trends in their responses. Descriptive statistics such as frequency counts and percentages were also employed to summarize the respondents' demographic profiles and other relevant characteristics. The t-test was used to determine whether a statistically significant difference existed between the control and experimental groups, as well as to examine differences between their pre-test and post-test mean scores. By comparing the performance before and after the intervention, the researcher was able to draw evidence-based conclusions regarding the impact of the Strategic Intervention Material on students' academic performance.

Scoring Procedure

The learners' pre-test and post-test performance was evaluated using the descriptors, scale, and corresponding remarks outlined in DepEd Order No. 8, s. 2015.

Grading Scale	Description	Interpretation
90 - 100	Outstanding	It demonstrates excellent performance and mastery of the learning competencies.
85-89	Very Satisfactory	It shows very good performance with clear understanding of the learning competencies.
80-84	Satisfactory	It performs adequately and meets the essential requirements of the learning competencies.

75-79	Fairly Satisfactory	It shows basic understanding and minimal mastery of the learning competencies.
Below 75	Did Not Meet Expectations	It exhibits poor performance and lacks mastery of the learning competencies.

To measure the experimental group's perception of the utilization of the Strategic Intervention Material, the adopted criteria from Sinco (2018) were used:

Scale	Description	Interpretation
4.20 – 5.00	Strongly Agree (SA)	The students have manifested a very favorable experience in the utilization of SIM.
3.40 – 4.19	Agree (A)	The students have manifested a favorable experience in the utilization of SIM.
2.60 – 3.39	Moderately Agree (MA)	The students have manifested a moderately favorable experience in the utilization of SIM.
1.80 – 2.59	Disagree (D)	The students have manifested a less favorable experience in the utilization of SIM.
1.00 – 1.79	Strongly Disagree (SD)	The students have manifested a not favorable experience in the utilization of SIM.

RESULTS AND DISCUSSION

Respondents' Profile

The respondent's profile provides the researcher with background information on the personal characteristics of the students for whom the school offers services that are most appropriate for their status. Students from Santander National High School make up the study's respondents. It includes their age, gender, combined monthly family income, and the extent of using SIM in other subject areas.

Age Profile

Age is an important aspect in this study since it represents the participants' maturity during the learning process.

Table 2. *Distribution of Respondent's Profile*

	Profile	Frequency	Percentage
Age	14 to 15 years old	76	82.61
	16 to 17 years old	14	15.22
	18 - 19 years old	2	2.17
	20 and above	0	0.00
	TOTAL	92	100
Gender	Male	51	55.43
	Female	41	44.57
	TOTAL	92	100
Combined Monthly Family Income			
	₱30,000 and above	9	9.78

₱20,001 to 30,000	8	8.70
₱10,001 to 20,000	21	22.83
₱5,001 to 10, 000	24	26.09
₱5,000 and below	30	32.61
TOTAL	92	100

Experience in using Strategic Intervention		
Material in any subject areas		
Yes	0	0
No	92	100
TOTAL	92	100

Table 2 displays the ages of the participants. The table indicates that the majority of respondents, specifically 82.61%, were in the age range of 14 to 15 years old. 15.22% fall within the age range of 16 – 17 years, while merely 2.17% are in the 18 – 19 years age group. This suggests that the majority of respondents started school at the age specified by the Department of Education guidelines in the K to 12 programs, whereas a limited number of students might have discontinued their education because they are older than the required age for their grade level. However, a finding by Mumu et al. (2022) revealed that age does not have a significant relationship with students' academic performance. Instead, they identified other factors that exert a stronger influence on learning outcomes. Their findings suggest that environmental and contextual variables like the availability of learning resources play a more substantial role in shaping students' academic achievement than age alone.

Gender Profile

Gender is one of the criteria used as this is one of the significant implications for student success and educational equity.

As shown in Table 2, most of the respondents or 55.43% were male, with only 44.57% being female. Thus, it suggests that males are dominant in the research venue. However, Balogun and Olalekan (2024) found that gender has no effect on students' performance when utilizing SIM.

Combined Monthly Income Profile

Family income is considered one of the socioeconomic factors that may influence students' educational experiences and academic outcomes. However, its relationship with academic performance may vary depending on other factors. Casas (2023), in a study involving Grade 12 students in the Philippines, examined the relationship between family income classification and academic performance and found no significant relationship between the two variables. The present study considered the respondents' parents' combined monthly income as part of their socioeconomic profile. Table 2 shows that the largest proportion of respondents (32.61%) had a monthly family income of ₱5,000 or less. The next largest group (26.09%, or 24 respondents) reported an income between ₱5,001 and ₱10,000. Meanwhile, 22.83% (21 respondents) had family incomes between ₱10,001 and ₱20,000. Smaller proportions reported higher incomes: 9.78% (9 respondents) had incomes of ₱30,000 or more, while 8.70% (8 respondents) reported incomes between ₱20,001 and ₱30,000. These findings indicate that most respondents came from households with relatively low monthly incomes, providing useful context for understanding their socioeconomic circumstances and educational experiences (Rumbaoa et al., 2022).

Experience of Using Strategic Intervention Material in other Subject Areas

Table 2 shows that all 92 respondents (100%) reported no prior experience using Strategic Intervention Material (SIM) in any subject area. This finding indicates that the SIM utilized in the study was a new instructional intervention for all participants. Their lack of prior exposure to SIM established a common baseline for examining their experiences with the material and its potential contribution to learning improvement. This is relevant because SIM is specifically designed to address identified learning gaps and provide targeted support to learners in particular competencies. Studies have demonstrated the potential of SIM-based interventions to improve learners' performance in identified least-learned competencies (Caloyloy & Tolentino, 2023).

Performances of The Experimental and Control Groups Before and After Using the Instructional Interventions

This section presents a comparison of the performance of the control and experimental groups, highlighting the use of the learning module and Strategic Intervention Material (SIM), respectively, in explaining the characteristics of effective purchasing steps and procedures.

Explaining the Characteristics of Effective Purchasing Steps and Procedures

This section presents the performance of the control and experimental groups in explaining the characteristics of effective purchasing steps and procedures. It compares their performance before and after the intervention to determine the extent of improvement achieved through the use of the learning module and Strategic Intervention Material (SIM), respectively.

Control Group. This pertains to the cohort of learners who acquired knowledge and skills using the learning module.

Table 3. *Performance Level of the Control and Experimental Groups Before and After the Instructional Interventions*

Scale	Description	Control				Experimental			
		Before		After		Before		After	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
90 - 100	Outstanding	2	4.35	9	19.57	1	2.17	25	54.35
85 - 89	Very Satisfactory	2	4.35	2	4.35	2	4.35	7	15.22
80 - 84	Satisfactory	4	8.70	10	21.74	3	6.52	6	13.04
75 - 79	Fairly Satisfactory	3	6.52	8	17.39	5	10.87	8	17.39
Below 75	Did Not Meet Expectations	35	76.09	17	36.96	35	76.09	0	0.00
TOTAL		46	100	46	100	46	100	46	100
Average		56.85		75.65		58.26		89.46	
Description		Did Not Meet Expectations		Fairly Satisfactory		Did Not Meet Expectations		Very Satisfactory	

Table 3 shows the pre-test and post-test performance of the students in the control group before and after using the learning module. The results of the pre-test revealed that the highest percentage of grades, with a frequency of 35 (76.09%), fell below 75, corresponding to a Did Not Meet Expectations rating. Meanwhile, the lowest percentage, with a frequency of 2 (4.35%), was recorded in the 85-89 and 90-100 ranges, described as Very Satisfactory and Outstanding, respectively. The post-test findings showed that the highest percentage of grades, with a frequency of 17 (36.96%), remained in the below-75 range, still categorized as Did Not Meet Expectations. The lowest percentage, with a frequency of 2 (4.35%), was in the 85-89 range, labeled as Very Satisfactory. The control group obtained a mean pre-test score of 56.85, which is categorized as *Did Not Meet Expectations*. These findings reveal that the regular learning module assisted in developing students' awareness of proper purchasing procedures. The decline from 76.09% to 36.96% for those scoring below expectations is considerable and reflects improvement so that the students are more able to engage in planned steps of identifying needs, evaluating suppliers, comparing costs and quality, selecting sources, and making timely purchases. Higher movement into higher performance bands is indicative of enhanced procedural fluency and possibly greater belief in using the purchasing steps.

Batool and Waseem (2023) highlighted that the effect of traditional learning processes on learners' performance may vary with a learner's type and requirements, thus suggesting that the application of blended learning approaches may provide more beneficial results. After the instructional intervention, which utilized the learning module, the post-test results showed an average score increase to 75.65, classified as *Fairly Satisfactory*. Additionally, the 36.96% of students who continued below the 75 mark after intervention indicate persistent issues in mastering effective purchasing concepts, likely owing to the limited capacity of conventional modules to fill specific learning gaps or misconceptions (Malabana-Paredes, 2024). Instructional design theory considers that an effective module has learning objectives, instructional strategies, and assessments, all properly aligned with scaffolded learning steps. Consequently, the results from the control group establish a baseline, showing improved performance through traditional module use, yet pointing to further enhancement. According to Corpuz et al. (2024), students often consider traditional materials limited in scope compared to interactive or updated resources.

Experimental Group. This pertains to the cohort of learners to whom the instructional competency on explaining the characteristics of effective purchasing steps and procedures was imparted using the Strategic Intervention Material.

As reflected in Table 3, the pre-test results revealed that the majority of students performed below the expected proficiency level. The highest percentage of grades, with a frequency of 35 (76.09%), fell below 75, corresponding to a Did Not Meet Expectations rating. This indicates that most learners had difficulty understanding the lesson prior to the intervention, suggesting a need for additional instructional support and remediation.

The 90–100 range, described as Outstanding, had the lowest percentage in the pre-test with a frequency of 1 (2.17%). In the post-test, however, after the intervention, there was a significant shift whereby the highest percentage of grades, 25 (54.35%), fell in the same 90–100 range, classified as Outstanding. The lowest percentage in the post-test was 6 (13.04%) within the 80–84 range, described as Satisfactory.

The experimental group recorded an average pre-test score of 58.26, interpreted as *Did Not Meet Expectations*. This supports the assertion by Bondame (2024) that low pre-test scores indicate limited understanding of the competency among students before exposure to intervention materials. Low baseline scores from the learners indicate challenges in understanding the step-by-step process of effective purchasing, such as identifying needs, comparing suppliers, and determining the right price and quality.

In response to these identified learning difficulties, the Strategic Intervention Material was implemented as a structured and learner-centered intervention. During the classroom implementation, the learners were guided through the different components of the SIM, beginning with the presentation of the

least-mastered competency and its corresponding sub-tasks. These focused on understanding the key steps in the purchasing process, following purchasing procedures efficiently, demonstrating attention to detail, and considering the long-term impact of purchasing decisions. This initial structure provided learners with a clear direction on what they were expected to understand and accomplish.

The post-test mean significantly increased to 89.46, rated *Very Satisfactory*, after the implementation of the Strategic Intervention Material, which surpassed the Department of Education's 75% proficiency benchmark. This increase shows that SIM is effective in enhancing learners' understanding of the consumer-buying process and the 5 R's of purchasing through contextualized examples and structured activities in applying decision-making skills: right quality, right quantity, right source, right time and right price, which are imperative for effective purchasing.

More specifically, the learners first engaged with the Guide Card, which introduced the purchasing concepts and the 5 R's of procurement: right quality, right quantity, right place and time, right price, and right source. Through concise explanations and visual presentations, the material broke down these concepts into more manageable ideas. This allowed learners to gradually build their understanding of what constitutes an effective purchasing decision and provided a foundation for the activities that followed.

Building on these concepts, the SIM presented the five stages of the purchase cycle: problem or need recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behavior. These stages were presented sequentially and connected to familiar purchasing situations, including a situation involving a learner planning to purchase a new phone. By relating the concepts to situations that learners could recognize in everyday life, the material helped make the purchasing process more concrete and meaningful.

As Exconde and Briones (2023) remarked, well-structured materials like SIMs provide clear and more relevant lessons, thus enabling students to relate theoretical ideas to practical applications. The observed improvement in the post-test confirms that through the interactive and scaffolded presentation of SIMs, the learners were able to follow a systematic purchasing procedure more accurately and confidently. This supports Anabo's (2023) assertion that SIM usage significantly improves post-assessment performance through deeper learning and retention. Similarly, both Bonitez (2021) and Limbago-Bastida (2022) have asserted that instruction integrated with SIMs results in significant gains in the academic performance of students, especially in applied subjects like Household Services. In this regard, the Strategic Intervention Material was more than a supplementary learning tool; it acted like a structured guide for realistic purchasing decisions.

The structured presentation was then reinforced through the Activity Cards, where learners were given opportunities to interact with and apply the concepts introduced in the Guide Card. The Word Hunt activity required learners to locate purchasing-related terms such as budget, procurement, purchasing, quality, quantity, record, right, source, and time. The crossword activity required learners to interpret clues related to the consumer-buying process, including need recognition, information gathering, evaluation of alternatives, and purchase decision. Through these activities, literacy was integrated into the competency as learners read, recognized, interpreted, recalled, and connected important terms with their meanings.

The SIM further reinforced learning through visual and contextual activities such as "4 Pics, 1 Word," in which learners used pictures and available letters to identify concepts related to the purchasing process, including time, source, and quality. At the same time, numeracy-related concepts such as budget, price, quantity, demand, and cost were embedded in the discussion of the 5 R's. Learners were therefore guided to consider not only what to purchase but also how much was needed, whether the price was reasonable, and whether the quality and source were appropriate.

The learning experience progressed from understanding and practice toward demonstration of mastery through the Assessment Cards. Learners were required to demonstrate their understanding through tasks such as identifying correct and incorrect statements, selecting appropriate answers, and

identifying stages of the consumer-buying process based on given situations. The Answer Card then provided opportunities for learners to check their responses, while the Enrichment Card encouraged them to reflect on what they had learned and identify the part of the material they enjoyed most. Thus, the SIM provided a progression from guided learning and practice to assessment, checking, and reflection.

These classroom experiences demonstrated how the SIM immersed learners in the competency through interconnected learning opportunities. They encountered the purchasing concepts through explanations and visuals, strengthened literacy through vocabulary-based activities, engaged with numeracy-related ideas involving price, quantity, budget, demand, and cost, and connected the purchasing process to familiar real-life consumer situations. The sequence of the Guide Card, Activity Card, Assessment Card, Enrichment Card, Answer Card, and Reference Card provided a structured pathway from understanding to practice, assessment, and reflection. This learner-centered progression provides classroom context for understanding the substantial increase in the experimental group's performance from a mean of 58.26 in the pre-test to 89.46 in the post-test.

Consequently, the improvement in the experimental group's performance can be understood not only as an increase in test scores but also as an indication of how the SIM helped learners move from initial difficulty toward greater understanding and application of the competency. By engaging learners through literacy, numeracy, visual learning, real-life situations, guided activities, assessment, and reflection, the SIM provided multiple opportunities to encounter and apply the characteristics of effective purchasing steps and procedures. In this regard, the material functioned as more than a supplementary resource; it served as a structured intervention that supported learners in developing practical understanding and greater mastery of the targeted competency.

According to Kabilito (2024), well-organized learning materials boost learning outcomes by satisfying students' individual learning needs, ensuring their active engagement, and increasing comprehension through visual and interactive modes. Following the consumer-buying process of need recognition, information search, alternatives evaluation, purchase decision, and post-purchase evaluation included in the activities of SIM, students became more systematic and reflective toward purchasing. As a result of such experiential and guided learning promoted by the SIM, the significant increase in post-test performance indicates that the students not only comprehended the characteristics of effective purchasing steps and procedures but also internalized them. Similarly, Paco and Linaugo (2023) stressed that SIMs are effective in ensuring better learning results in education.

Experimental Group's Perceived Experiences On The Utilization Of Strategic Intervention Material

This section presents the respondents' experiences and perceptions regarding the implementation and utilization of the teacher-made SIM, including their participation, ease of use, and engagement during the learning process. It also examines how the SIM influenced their motivation, comprehension, and overall academic performance.

The composite mean score of 4.38, as shown in Table 4, indicates that students strongly agreed that the SIM provided a highly favorable learning experience. The relatively low standard deviation of 0.53 shows that responses are consistent among learners, reflecting a collective positive perception. Item 9, *"The SIM inspired and encouraged me to learn more concepts in TLE,"* obtained the highest mean score of 4.53, which speaks well of the motivational value of the SIM. Although Items 1 and 8, referring to understanding difficult concepts and self-paced learning, respectively, got the lowest mean scores with 4.28, both still fall under Strongly Agree, which means the SIM was effective in addressing learning gaps while offering flexibility in pacing.

The results indicate that the SIM was highly engaging for students and was able to clarify concepts that they had misunderstood in the regular classroom teaching. The Guide Card explained the 5 R's of purchasing: Right Quality, Right

Table 4. *Experimental Group's Perceived Experiences on the Utilization of SIM*

Item	Mean	SD	Description
1. The SIM helps me understand the concepts that were not understood during regular classroom teaching.	4.28	0.48	Strongly Agree
2. Confusing concept of the lesson was clearly presented.	4.30	0.48	Strongly Agree
3. The instructions are simple and easy to follow.	4.40	0.54	Strongly Agree
4. The SIM offers interesting activities.	4.38	0.58	Strongly Agree
5. The SIM is student friendly.	4.43	0.50	Strongly Agree
6. After using the SIM, I learn the concepts that were not fully understood in the regular classroom instruction.	4.34	0.55	Strongly Agree
7. I enjoyed reading and doing all the activities provided in the SIM.	4.45	0.49	Strongly Agree
8. I can set up my own pace in learning without feeling pressured about time.	4.28	0.62	Strongly Agree
9. The SIM inspired and encouraged me to learn more concepts in TLE (household services).	4.53	0.54	Strongly Agree
10. I want to use SIM during remediation class.	4.45	0.52	Strongly Agree
Average	4.38	0.53	Very Favorable

Legend: 4.20 – 5.00: Strongly Agree; 3.40 – 4.19: Agree; 2.60 – 3.39: Moderately Agree;
 1.80 – 2.59: Disagree; 1.00 – 1.79: Strongly Disagree

Quantity, Right Price, Right Source, and Right Time, along with the five stages of the consumer-buying process, which includes need recognition, information search, alternatives evaluation, purchase decision, and post-purchase behavior. These were explained using applicable, everyday examples such as buying food items, household items, or personal goods, by which the students could relate to real-life consumer experiences. Integrating such practical applications, the SIM helped learners internalize how effective purchasing involves not just the art of acquiring goods but making informed, systematic, and ethical choices.

Item 7, “*I enjoyed reading and doing all the activities provided in the SIM,*” obtained a mean score of 4.45. The Activity Cards promoted interactive activities, such as word hunts, crossword puzzles, and 4 Pics, 1 Word, for active participation and sustained engagement. With these activities, students were able to reinforce their understanding of key purchasing terms, stages, and principles in a fun and challenging manner that facilitated retention through experiential learning. As Impas (2021) mentioned, visually appealing and interactive materials stimulate curiosity for more and critical thinking, while Dumape (2022) noted that with SIMs, students show higher motivation to learn. Similarly, Manlapig et al. (2024) reported that the use of e-SIMs resulted in a significant increase in the students' motivation, consistent with the high ratings of enjoyment and interest obtained in this study.

The SIM was designed on purpose to be color-coded in every key part: the Guide Card is red for the lesson overview; the orange cards are Activity Cards for practice; yellow is the Assessment Card to measure the skill mastery; green is the Enrichment Card for further practice; and blue is the Answer Key or Answer Card for checking work. Some SIMs include a Reference Card, also. In the teacher-made SIM, the Reference Card is purple. Color is naturally attention-grabbing to the human eye. When learning materials are more interesting visually, students are more likely to pay close attention and remain focused on the content. This increased attention is the first step toward better memory retention. Eliot et al. (2024) concluded that students were highly impacted by the purposeful use of colors, while colors and their corresponding alterations may affect human memory performance (Zavarueva et al., 2022).

Test of Significant Difference

This section provides a detailed analysis of the pre-test and post-test results, aiming to determine whether a statistically significant difference emerged in the performance of students in the control and experimental groups after the instructional interventions were implemented. The comparison of these scores aims to evaluate the extent of learning improvement in enhancing students' understanding of the targeted competency. Through this analysis, the study seeks to establish how the intervention influenced students' mastery of the lesson, engagement with learning activities, and overall academic performance. Furthermore, this section discusses the differences in average score improvements between the two groups.

Significant Difference Between the Pre-test and Post-test Scores of the Control Group and Experimental Group

Table 5 illustrates the significant difference between the pre-test and post-test results of the control and experimental groups. The findings indicate that the calculated p-values of 0.000 for both groups are below the 0.05 significance level, resulting in the rejection of the null hypothesis. This signifies a significant difference in the respondents' performance between the pre-test and post-test within each group. The control group exhibited a mean score rise from 56.85 in the pre-test to 75.65 in the post-test, indicating a significant improvement following the use of the learning module. This outcome indicates that the traditional instructional material successfully improved the learners' comprehension of the competency "explaining the characteristics of effective purchasing steps and procedures." The improvement indicates that organized instruction and directed practice can assist students in comprehending essential ideas, including the procedures and principles of effective purchasing.

Table 5. *Significant Difference Between the Pre-test and Post-test Scores of the Control Group and Experimental Group*

Groups	Test	Mean	t-value	p-value	Decision	Interpretation
Control	Pre-test	56.85	8.89	0.000	Reject Ho	Significant
	Post-test	75.65				
Experimental	Pre-test	58.26	11.49	0.000	Reject Ho	Significant
	Post-test	89.46				

The experimental group established a substantial improvement in performance, with the mean score increasing from 58.26 in the pre-test to 89.46 in the post-test. The statistical significance ($p < 0.05$) signifies that the Strategic Intervention Material (SIM) demonstrated a substantial favorable effect on students' learning outcomes. The SIM's organized and colorful activities facilitated learners' navigation through the purchasing process, enhancing the retention and application of concepts such as the consumer buying process and the five R's of purchasing. These results align with Segarino et al. (2022), who demonstrated that the implementation of intervention materials resulted in significant improvements in student performance, ranging from extremely low to high levels. Dumdumaya et al. (2024) similarly showed a statistically significant difference between pre-test and post-test results following the utilization of Strategic Intervention Materials, hence affirming their efficacy in enhancing mastery. Manlapig et al. (2024) revealed that students employing Strategic Intervention Materials had improved motivation and academic performance. Furthermore, a significant difference was observed between the pretest and posttest performance levels of the students following the utilization of the SIM, as evidenced by the increase in their computed mean scores (Buitre, 2023).

Significant Difference in Mean Gain Between the Control and Experimental Groups

Table 6 presents the results of the test for significant difference in the mean gain between the control and experimental groups. As shown from the result, it was found that the experimental group using

the Strategic Intervention Material had an average gain of 6.24, which is significantly higher compared to the 3.76 average gain in the control group using the learning module. Thus, the rejection of the null hypothesis was attained with a p-value of 0.000, which is below the 0.05 level of significance, showing that there is a statistically significant difference in the mean gain between the control and experimental groups.

Table 6. *Test of Significant Difference in Mean Gain Between the Control and Experimental Groups*

Groups	Mean Gain	t-value	p-value	Decision	Interpretation
Control	3.76	-3.60	0.000	Reject Ho	Significant
Experimental	6.24				

While both methods improved student performance, the experimental intervention showed a significantly better result. This means that the use of the Strategic Intervention Material created a more profound learning experience and higher academic achievement compared to the conventional learning module. The SIM effectively catered to students' learning difficulties with regard to explaining the characteristics of effective purchasing steps and procedures by presenting them in a simplified yet engaging and learner-centered format. The structured approach made it easy for learners to work their way through successive stages of the purchasing process while encouraging active participation and independent learning. Thus, students did not just obtain better test scores, but they also established a more precise and practical conceptualization of how purchasing principles are applied in real-life situations. These findings are corroborated by Alair's (2020) study, which presented SIMs as effective supplementary teaching tools that fill in learning gaps and reinforce core concepts.

In support, Zabala (2023) showed that SIMs enhance knowledge retention and mastery by transforming complex lessons into simplified, meaningful learning experiences. Further, the Strategic Intervention Material was embedded with real-life scenarios that prompted learners to apply higher-order thinking skills in analyzing and solving purchasing-related problems. This contextualized approach allowed students to relate theoretical knowledge with real-life applications, thus deepening their understanding of the least-learned competency. This supports Gregorio et al. (2024), who established that SIMs have a unique advantage over other modes of delivery in terms of developing conceptual understanding and mastery of challenging lessons. Similarly, Navarro et al. (2023) emphasized that SIMs may be more effective in facilitating comprehension, retention, and learner engagement over conventional learning modules. The overall result suggests that the SIM is successful in improving students' performance. These results are consistent with those of Samosa (2021), who reinforced that the use of SIMs positively influences students' academic performance., and as such, SIMs should be one of the important instructional interventions in improving learning outcomes and offsetting persistent challenges.

Summary

This study evaluated the efficacy of the proposed Strategic Intervention Material in Household Services to improve the least-learned competency in the 1st quarter among Grade 10 students of Santander National High School in the school year 2024-2025. It specifically addressed the following sub-problems: 1) the learners' profile as to age, gender, combined family income and experience in using Strategic Intervention Material in any subject areas; 2) the performance level of the control and experimental groups before and after using the instructional interventions in the learning competency explaining the characteristics of effective purchasing steps and procedures; 3) the perceived experiences of the experimental group on the utilization of SIM; 4) the significant difference in the pre-test and post-test performance between the control and experimental groups; and 5) the significant difference in mean gain between the control and experimental groups. The study utilized a quasi-experimental design involving two Grade 10 groups, the control and experimental groups, who were taught using a learning module and a Strategic Intervention Material, respectively. The results indicated a significant improvement in the post-

test scores of the experimental group, indicating that the use of SIMs enhanced students' mastery of the targeted competency more effectively than the traditional learning module.

Findings

Based on the collected data, which was classified, tabulated, computed, and interpreted, the following findings are presented.

In terms of age, the majority of respondents from both groups were 14 to 15 years old, with a total frequency of 76 or 82.61 percent. As to gender, the respondents were mostly male with a frequency of 51 or 55.43 percent. The largest proportion of respondents reported a combined monthly family income of ₱5,000 and below. Additionally, none of the respondents had previously used SIM (Strategic Intervention Material) in other subject areas.

The control group's pre-test performance had a mean score of 26.15, with a mean percentage score of 56.85, described as *Did Not Meet Expectations*. In the post-test, the control group achieved a mean score of 34.80, corresponding to a mean percentage score of 75.65, which is described as *Fairly Satisfactory*.

Conversely, the experimental group's pre-test performance revealed a mean of 26.80 corresponding to a mean percentage score of 58.26 which is described as *Did Not Meet Expectations* and a post-test performance level with a mean of 41.15 corresponding to a mean percentage score of 89.46 described as *Very Satisfactory*.

Learners' extent of perceived learning experiences regarding the use of Strategic Intervention Material (SIM) gained a mean range of 4.28 - 4.53, with all items perceived as *Strongly Agree*. Regarding its general mean, it obtained the score of 4.38. This means that the students have manifested a very favorable experience in the utilization of SIM.

A notable difference emerged between the pre-test and post-test results of both the control and experimental groups. Moreover, the comparison of mean gain scores also showed a significant difference between the two groups.

The results revealed a significant improvement in the post-test scores of the experimental group, indicating that the use of Strategic Intervention Materials enhanced students' mastery of the targeted competency more effectively than the traditional learning module.

CONCLUSION

Based on the findings, the following conclusions were drawn: The achievements of students exposed to the Strategic Intervention Material (SIM) showed greater improvement compared to those taught using traditional learning modules. A notable difference was identified in the performance outcomes of students from the control and experimental groups, indicating that the SIM had a substantial impact on learners' mastery of the least-learned competency in *Household Services 10*. Moreover, students demonstrated a high level of positive perception toward the use of the SIM, reflecting their engagement and appreciation of its learner-centered design. The observed improvement in their academic performance suggests that SIMs are effective tools for enhancing learning outcomes, particularly in competencies where students typically struggle. Therefore, the integration of Strategic Intervention Materials as supplementary learning resources is strongly supported, as they help effectively address learning gaps, promote better conceptual understanding, and improve student performance.

Recommendations

It is recommended that teachers develop and implement localized Strategic Intervention Materials (SIMs) to supplement instruction, particularly in competencies identified as least learned. By creating localized and contextualized materials, teachers can ensure that learning resources are more relevant to students' experiences and easier to understand. Moreover, it is recommended that an enhanced version of

the SIM be developed, incorporating more diverse and interactive activities that cater to the different learning styles and needs of students.

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