

Teacher-Made Instructional Materials on Grammar and Literature for Grade 8: their Content Validity and Acceptability

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Abstract

During the global pandemic, a transitory shift in educational institutions' instructional modalities prompted teachers and students to adopt a new learning style. As a result, continuing the academic year through distance education via flexible learning modalities is the ideal alternative. This study sought to validate and accept teacher-made instructional materials on Grammar and Literature for Grade 8 students.

The researcher utilized the descriptive survey method using questionnaires to gather data information. Two parts of questionnaires were used in the study. The first part assessed the validity of the developed self-learning module in English in terms of goals/objectives, concepts, directions, practical exercises, Reflection, and topics. The second part assessed the acceptability of the developed self-learning module in English in terms of clarity, usefulness, language and style, illustrations, presentation, and suitability. The data collected were encoded and entered into the matrix using the computer software of Microsoft Excel with the following statistical procedures: frequency distribution, percentage score, mean, total mean, and standard deviation.

The overall mean and the standard deviation of all the variables from the two respondents confirmed that the teacher-made instructional materials were valid and accepted.

Based on the findings, it is recommended that teachers assist students in developing basic comprehension abilities and techniques through a series of exercises designed to reinforce and appreciate previously acquired skills while also developing new required skills. Administrators should also conduct or sponsor programs and in-service training to guarantee that instructional materials are prepared and developed with the most up-to-date innovations, notably in grammar and literature. Finally, future researchers should also develop a research-driven plan to help students enhance their skills.

Keywords: Transitory Shift, Instructional Modalities, Flexible Learning, Validity, Acceptability

1. Main Text

Introduction

One of the fundamental functions of the educational system is to convey and assure that students learn a set of knowledge, skills, attitudes, and other desirable attributes. Specific aspects must be considered to achieve these goals, and the quality of education and instructional learning materials employed is critical.

According to Jekayinfa (2012), Instructional resources are educational inputs that are critical to the successful implementation of any curriculum. Similarly, instructional materials play an essential role in the teaching-learning process. Its purpose is to not only enhance but also to complete the learning process. It then shows that if there is to be an effective teaching-learning activity, instructional materials must be used (Kibe, 2011).

Instructional materials are instruments used to educate students and make the teaching-learning process more efficient and successful. However, teachers, particularly those in public schools, encounter challenges in obtaining knowledge or materials for utilization in the classroom. The unavailability of learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in its implementation (Legaspi, 2014).

Educators do not stop seeking out and developing new programs and strategies to fulfill their learners' needs and solve the existing problems. Until this pandemic hits the country, they always find ways to introduce new programs, instructional materials, and teaching methods to better the learning process.

The Covid-19 pandemic surprised many people and caught most academic institutions off guard. As a result, continuing the academic year through distance education via flexible learning modalities is the ideal alternative. However, the implementation of the various styles of learning raises significant challenges, that's why the researcher attempted to seek the expertise of the teachers in the field as one of the aspects of the learning system to accept and validate the most relevant materials for students during this time of pandemic and beyond.

Since the researcher was teaching grade 8 students and experienced a lack of instructional material, especially during this crisis, this is the firm reason for this study to go through. In addition, the development of distance learning instruction encourages students to be self-disciplined and work hard to meet and learn the required competencies and assist them in making independent progress. 313

Background of the Study

To prevent the spread of the COVID 19 pandemic and limit infections, most governments have temporarily banned face-to-face classes in educational institutions.

As a result of these circumstances, educational authorities have opted to adopt the new normal in education because learning should not end. There are a variety of online learning platforms available, including Google, DepEd TV Channel, online resources, video lectures, and online channels. There are also printed materials for students who are in modular modality.

The Department of Education (DepEd) remains committed to exploring ways to provide learning opportunities to all Filipino learners, according to DepEd Order No. 8, Series of 2020. Furthermore, in its Basic Education Learning Continuity Plan (BE-LCP) titled "Learning Opportunities Shall Be Available: Basic Education Learning Continuity Plan in the Time of COVID 2019," the Department of Education (DepEd) announced a greater emphasis on multiple learning delivery modalities such as blended learning, distance learning, and home-schooling, on top of or to replace face-to-face learning, to reduce the risk of students and teachers being exposed to COVID 19.

For this reason, the Region and Division levels encourage the teachers to use other supplementary materials and make localized and contextualized learning materials that will help the teaching and learning of English as one of the subjects in primary education. Omabe (2006) asserts that instructional materials are central in the teaching and learning of the English language because they are used to complement the efficiency of a teacher and effectiveness in lesson delivery.

Since the researcher is a grade 8 teacher and was able to experience different problems during the first wave of the pandemic and the effect it caused up to now in the teaching and learning process, the grade level became the interest of the study.

For the study, the developed instructional materials hope to provide the core information that students will experience, learn, and apply in each quarter. In addition, the help of instructional materials will make learning more enjoyable, practical, realistic, and appealing to the students.

It also aims to provide online-offline instructional material for students and teachers struggling to find authentic and valuable materials, specifically for grade 8 learners. It enables learners to participate actively and effectively in lesson sessions.

In addition, this study is worth conducting because the output of this study will help the students become independent learners and provide long-term learning in English that they can use over a lifetime. According to Abcalen (2015), education should be made into a pleasurable and exciting activity rather than a burden and a source of monotony. This point of view on education should be applied to all of the curriculum's disciplines, including the English program. As a result, such resources must be properly prepared, selected, structured, improved, and used in a course for optimal effect. To maximize student learning, instructional materials should be planned and established with both breadth and depth of information in mind.

Theoretical Framework

The present study was anchored on **Skinner's theory of individualized instruction**. The development of teacher-made instructional materials in English is in keeping with individualized instruction. Skinner theorized that learning took place most effectively if the information to be learned was presented in small steps; the learners were given rapid feedback concerning the accuracy of their education, such as they were shown immediately after a learning experience whether they had learned the information correctly or incorrectly, and the learners were able to learn at their own pace. Parallel to Skinner's theory of individualized instruction, since the learners found the instructional materials appealing to learning, teachers don't need to teach "subjects." Instead, teachers taught only the techniques of learning and thinking to those learners in online learning in this pandemic and gave instructions to those learners in modular modality. Since the learners found the materials interesting to study, teachers can only give learners opportunity and guidance, and they learn for themselves.

It is upon Skinner's theories that the following principles of individualized learning are founded: education meets the individual's needs, interests, and abilities; it is child-centered learning where the learner explores and discovers the subject as the teacher guides and facilitates, and it takes into account each individual rather changing them. Finally, it involves the capacity to build knowledge through individual Reflection about external stimuli and sources and through the personal re-elaboration of particular knowledge in the light of interaction with others and the environment (Bustos, 1985, as cited by Rafa, 2010).

On the other hand, Republic Act 10533, an act enhancing the Basic Education System by strengthening its curriculum, particularly section 5 of paragraphs (d) and (h), the Department of Education - CALABARZON reiterates the use of the

Curriculum and Learning Management Division Framework Guide and Tools in localizing/indigenizing and contextualizing materials as reference. 314

Likewise, the current study on developing and validating teacher-made instructional materials in English is inclined to the **Jolly & Bolitho's Model for Instructional Material Development**, as shown in Figure 1.

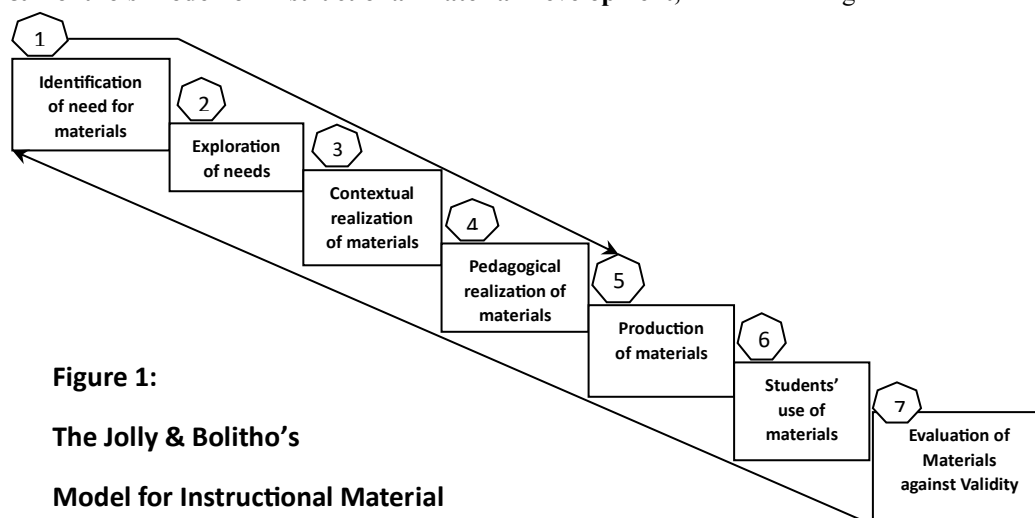


Figure 1:

The Jolly & Bolitho's

Model for Instructional Material

As shown in Figure 1, the study will adopt the step by step procedure as identified in the Jolly and Bolitho's Model and described as follows:

The (1) identification of needs for the material and (2) exploration of needs will be made. Then, the following steps such as (3) the contextualization of the materials, that is, the local content area of the materials to be involved in teaching and learning English; (4) pedagogical realization, which consists of the use of instruction and appropriate exercises and activities; and (5) the physical production of the materials in the form of the module will be included as part of the procedures to be followed in the development and validation of teacher-made instructional materials in English for students. In this stage, the researcher reproduced the material and gave it to experts and finds its level of validity in terms of objectives, concepts/principles, directions, practical exercises, Reflection, and topics and its acceptability according to clarity, usefulness, language, and style, illustrations, presentations, and Suitability, which will be the last step in the process.

Objectives of the Study

The study aims to develop and validate researcher-made instructional materials in English that can be adopted by the Division of Laguna. Specifically, it aimed to:

1. Assess the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers/head teachers in terms of:
 - 1.1 Goals and objectives;
 - 1.2 Concepts;
 - 1.3 Directions;
 - 1.4 Practical exercises;
 - 1.5 Reflection; and
 - 1.6 Topics
2. Establish the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers, master teachers/head teachers in terms of:
 - 2.1 Clarity;
 - 2.2 Usefulness;
 - 2.3 Language and style;
 - 2.4 Illustrations;
 - 2.5 Presentations; and
 - 2.6 Suitability

This study used the descriptive method of research. This kind of research includes studies that support present facts concerning the nature and status of everything, specifically in describing the level of validity and acceptability of the developed self-learning module in English.

This study involved the secondary English Teachers, Master Teachers, and Headteachers from Pedro Guevara Memorial National High School, Gov. Felicisimo T. San Luis Integrated Senior High School, and Calumpang National High School. The researcher constructed and sent a letter of permission addressed to the school head of a public secondary school in the Division of Laguna.

The purposive sampling technique was used in the selection of the teacher-respondents. Based on the purpose of the study, English teachers, the Master Teachers, and Head Teachers of the English Department will be used as respondents to the survey.

The main instrument of the study was a standardized survey questionnaire. The modified questionnaire is a two-part survey tool that assesses the first part of the level of validity of the developed self-learning module in terms of objectives, concepts/principles, directions, practical exercises, Reflection, and topics. The second part intends to determine the assessment of the respondents on the level of acceptability which is limited to clarity, usefulness, language and style, illustration, presentations, and Suitability.

The data were recorded and tabulated. After that, it was forwarded to her statistician for the application of statistical treatment.

Results and Discussion

1. Level of Validity of the Developed Teacher-Made Instructional Materials

Table 1 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of its goals and objectives.

Table 1. Level of Validity of the Developed Teacher-Made Instructional Materials based on Goals and Objectives

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Relevance	3.66	0.539	Highly Valid	3.20	0.447	Valid
Specific	3.74	0.561	Highly Valid	3.00	0.707	Valid
Measurable	3.60	0.604	Highly Valid	3.20	0.447	Valid
Attainable	3.60	0.497	Highly Valid	3.40	0.548	Highly Valid
Results-oriented	3.66	0.539	Highly Valid	3.20	0.447	Valid
Time bounded	3.60	0.497	Highly Valid	2.80	0.837	Valid
Overall Mean	3.64		Highly Valid	3.13		Valid

The English teachers rated the goals and objectives in terms of relevance as *highly valid* ($M=3.64$, $SD=0.539$). However, the head/master teachers found the objectives of the teacher-made-instructional materials in terms of relevance *valid* ($M=3.20$, $SD=0.447$). For the specificity of the goals and objectives, the English teachers classified it as *highly valid* ($M=3.74$, $SD=0.561$),

while the head/master teachers noted it as *valid* ($M=3.00$, $SD=0.707$). The English teachers noted the third indicator for goals and objectives, which is measurable, was highly valid ($M=3.60$, $SD=0.604$) and found *valid* ($M=3.20$, $SD=0.447$) by the head/master teachers. For attainable, it was rated as *highly valid* ($M=3.60$, $SD=0.497$) by the English teachers, the same as the head/master teachers ($M=3.40$, $SD=0.548$). The indicator results-oriented got the rating *highly valid* ($M=3.66$, $SD=0.539$) by the English teachers, while it was rated *valid* ($M=3.20$, $SD=0.447$) by the head/master teachers. And as for the last indicator for goals and objectives, time-bounded was noted *highly valid* ($M=3.60$, $SD=0.497$) by the English teachers. On the other hand, the head/master teacher found it *valid* ($M=2.80$, $SD=0.837$). 316

To sum up, the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of goals and objectives attained an overall mean score of 3.64 and had an interpretation as *highly valid*. In addition, the head/master teachers found it valid to have an overall mean score of 3.13.

The results can conclude that the head/master teachers are stricter than the English teachers in assessing the goals and objectives of the teacher-made instructional materials.

The result is supported by Oxford 2013 wherein instructional materials, also known as teaching/learning materials, are any collection of materials, including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning goals and objectives.

2. Level of Validity of the Developed Teacher-Made Instructional Materials

Table 2 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of its concepts.

Table 2. Level of Validity of the Developed Teacher-Made Instructional Materials based on Concepts

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Insightful	3.60	0.695	Highly Valid	3.40	0.548	Highly Valid
Informative	3.54	0.611	Highly Valid	3.20	0.447	Valid
Interesting	3.54	0.561	Highly Valid	3.20	0.447	Valid
Engaging	3.49	0.658	Highly Valid	3.00	0.707	Valid
Overall Mean	3.54		Highly Valid	3.20		Valid

The English teachers rated the first indicator, insightful, as *highly valid* ($M=3.60$, $SD=0.695$), having the same interpretation as *highly valid* for the head/master teachers ($M=3.40$, $SD=0.548$). For the informativeness of the concepts, the English teachers classified it as *highly valid* ($M=3.54$, $SD=0.611$), while the head/master teachers noted it as *valid* ($M=3.20$, $SD=0.447$). The third indicator for concepts, which is interesting, was noted *highly valid* ($M=3.54$, $SD=0.561$) by the English teachers and found *valid* ($M=3.20$, $SD=0.447$) by the head/master teachers. For engaging, it was rated as *highly valid* ($M=3.49$, $SD=0.658$) by the English teachers, while noted *valid* ($M=3.00$, $SD=0.707$) by the head/master teachers.

The level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of concepts attained an overall mean score of 3.54 and had an interpretation as *highly valid*. While the head/master teachers found it *valid*, having an overall mean score of 3.20.

Based on the results above, it can be said that the head/master teachers have higher standards than the English teachers in terms of assessing the concepts of the teacher-made instructional materials. The result supports one of the claims in Eric collection 2021, wherein it stated that to satisfy the demands of the new normal teaching set up, teachers' preparations should be parallel to the learners' preferences, as evidenced by the usage of teacher-made instructional resources.

3. Level of Validity of the Developed Teacher-Made Instructional Materials

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Table 3 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of their directions.

Table 3. Level of Validity of the Developed Teacher-Made Instructional Materials based on Directions

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Simple and clear	3.54	0.741	Highly Valid	3.20	0.447	Valid
Easy to follow	3.69	0.583	Highly Valid	3.20	0.447	Valid
Properly sequenced	3.60	0.553	Highly Valid	3.00	0.707	Valid
It can be done by oneself	3.63	0.490	Highly Valid	3.20	0.447	Valid
Overall Mean	3.61		Highly Valid	3.15		Valid

The English teachers rated the first indicator, simple and clear, as *highly valid* ($M=3.54$, $SD=0.741$); for the head/master teachers, it was found *valid* ($M=3.20$, $SD=0.447$). For easy to follow in terms of directions, the English teachers classified it as *highly valid* ($M=3.69$, $SD=0.583$), while the head/master teachers noted it as *valid* ($M=3.20$, $SD=0.447$). For sequenced adequately in terms of directions, it was found *highly valid* ($M=3.60$, $SD=0.553$) by the English teachers and found *valid* ($M=3.00$, $SD=0.707$) by the head/master teachers. The last indicator, which can be done by oneself, was rated as *highly valid* ($M=3.63$, $SD=0.490$) by the English teachers, while noted *valid* ($M=3.20$, $SD=0.447$) by the head/master teachers.

To put it concisely, the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of directions attained an overall mean score of 3.61 and has an interpretation as *highly valid*. While the head/master teachers found it *valid*, having an overall mean score of 3.15.

The results above clearly show that the head/master teachers have more distinction than the English teachers in terms of assessing the directions of the teacher-made instructional materials.

This result is parallel to the study of Gagne et al., mentioned in Tety's study in 204, wherein it stated that instructional material could be used to build higher learning abilities in learners through self-teaching or guided learning. This means that the instructional materials for guided discovery learning primarily consist of "eliciting performance" and "offering feedback on performance correctness," as well as "giving learning direction."

4. Level of Validity of the Developed Teacher-Made Instructional Materials

Table 4 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of its practical exercises.

Table 4. Level of Validity of the Developed Teacher-Made Instructional Materials based on Practical Exercises

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Relevant to Objectives	3.71	0.519	Highly Valid	3.20	0.447	Valid
Adequate to develop learners' language and skills	3.69	0.471	Highly Valid	3.20	0.447	Valid

Appropriate to learners' abilities	3.54	0.611	Highly Valid	3.00	0.707	Valid	318
Can determine the mastery level of the students	3.43	0.698	Highly Valid	3.00	0.447	Valid	
Overall Mean	3.59		Highly Valid	3.15		Valid	

The English teachers rated the first indicator, relevant to objectives, as *highly valid* ($M=3.71$, $SD=0.519$); it was found valid for the head/master teachers ($M=3.20$, $SD=0.447$). For adequate to develop learners' language and skills in practical exercises, the English teachers classified it as *highly valid* ($M=3.69$, $SD=0.471$), while the head/master teachers noted it as *valid* ($M=3.20$, $SD=0.447$). For appropriate to learners' abilities, it was found *highly valid* ($M=3.54$, $SD=0.611$) by the English teachers and found *valid* ($M=3.00$, $SD=0.707$) by the head/master teachers. Finally, the last indicator can determine the students' mastery level; the English teachers rated it as highly valid ($M=3.43$, $SD=0.698$), while noted *valid* ($M=3.00$, $SD=0.447$) by the head/master teachers.

To evaluate it, the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of practical exercises attained an overall mean score of 3.59 and has an interpretation as *highly valid*. While the head/master teachers found it *valid*, having an overall mean score of 3.15.

Based on the above findings, it is viewed that the head/master teachers have higher expectations than the English teachers in terms of assessing the practical exercises of the teacher-made instructional materials.

Similar thoughts were held by Lev Vygotsky, a Russian psychologist who believed that tools and signs as part of practical exercises, which are used as instructional materials, can create higher-order thinking in students, which is vital in problem-solving activities. However, because instructional materials are deemed domain-specific, the methods in which they can begin cognitive development in the classroom have yet to be investigated.

5. Level of Validity of the Developed Teacher-Made Instructional Materials

Table 5 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of their Reflection.

Table 5. Level of Validity of the Developed Teacher-Made Instructional Materials based on Reflection

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Motivates learners to express their learning experiences	3.49	0.612	Highly Valid	3.20	0.447	Valid
Gives insights to the teacher if the learners need remediation or enrichment	3.49	0.612	Highly Valid	3.40	0.548	Highly Valid
Overall Mean	3.49		Highly Valid	3.30		Highly Valid

The first indicator was found *highly valid* ($M=3.49$, $SD=0.612$) by the English teachers and found *valid* ($M=3.20$, $SD=0.447$) by the head/master teachers. The second indicator was rated as *highly valid* ($M=3.49$, $SD=0.612$) by the English teachers and had the same interpretation by the head/master teachers ($M=3.40$, $SD=0.548$).

In summary, the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of Reflection attained an overall mean score of 3.49 and had an interpretation as *highly valid* similar to the interpretation of the head/master teachers having an overall mean score of 3.40.

From the results above, it can be said that the head/master teachers are more thorough than the English teachers in terms of assessing the Reflection of the teacher-made instructional materials.

Furthermore, for Vygotsky's psychological studies with the same views as a result above, people learn from each other and use their experiences for reflections to successfully make sense of the stuff they engage with. 319

6. Level of Validity of the Developed Teacher-Made Instructional Materials

Table 6 illustrates the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of their topics.

Table 6. Level of Validity of the Developed Teacher-Made Instructional Materials based on Topics

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Sequenced according to MELC	3.66	0.591	Highly Valid	3.40	0.548	Highly Valid
Organized	3.60	0.651	Highly Valid	3.20	0.837	Valid
Well-constructed	3.69	0.471	Highly Valid	3.40	0.548	Highly Valid
Logically presented	3.63	0.547	Highly Valid	3.60	0.548	Highly Valid
Overall Mean	3.64		Highly Valid	3.40		Highly Valid

The English teachers rated the first indicator, sequenced according to MELCs, as *highly valid* ($M=3.66$, $SD=0.591$), similar to the interpretation of the head/master teachers ($M=3.40$, $SD=0.548$). For organized, the English teachers classified it as *highly valid* ($M=3.60$, $SD=0.651$), while the head/master teachers noted it as *valid* ($M=3.20$, $SD=0.837$). For well-constructed, it was found *highly valid* ($M=3.69$, $SD=0.471$) by the English teachers, similar to the interpretation of the head/master teachers ($M=3.40$, $SD=0.548$). Finally, logically presented, the last indicator was rated as highly valid by both the English teachers ($M=3.63$, $SD=0.547$) and the head/master teachers ($M=3.60$, $SD=0.548$).

To figure out the level of validity of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of topics attained an overall mean score of 3.64 and has the same interpretation as *highly valid* for the head/master teachers having an overall mean score of 3.40.

Based on the above findings, it can be said that the head/master teachers and the English teachers have the same judgment in assessing the topics of the teacher-made instructional materials.

The study of Fuller and Clark supports the result; as stated in Tety's study in 2014, topics of instructional materials affect the quality of instructional procedures that a student encounters and impacts the quality of education. They believe that high-quality instructional resources result in a high-quality learning experience for students. It also suggests that the quality and quantity of teaching and learning resources impact student achievement.

7. Level of Acceptability of the Developed Teacher-Made Instructional Materials

Table 7 illustrates the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of their clarity.

Table 7. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Clarity

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI

Information is clear and simple.	3.69	0.530	Very Acceptable	3.60	Very Acceptable	320
The language used is clear and easy to understand.	3.57	0.558	Very Acceptable	3.20	Acceptable	
The concepts for each activity are arranged logically and ensure that there is no duplication.	3.63	0.598	Very Acceptable	3.40	Very Acceptable	
Overall Mean	3.63		Very Acceptable	3.40	Very Acceptable	

Both the English teachers ($M=3.69$, $SD=0.530$) and the head/master teachers ($M=3.60$, $SD=0.548$) rated the first indicator in terms of clarity as *very acceptable*. For the second indicator, the English teachers rated it as *very acceptable* ($M=3.57$, $SD=0.558$), while the head/master teachers found it *acceptable* ($M=3.20$, $SD=0.447$). Similar to the first interpretation, the two groups of respondents found the concepts logically arranged in terms of clarity as *acceptable*: *English teachers* ($M=3.63$, $SD=0.598$), *head/master teachers* ($M=3.40$, $SD=0.548$).

In summary, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of clarity attained an overall mean score of 3.63 and has an interpretation as *very acceptable* similar to the interpretation of the head/master teachers having an overall mean score of 3.40.

The views of George, 2013 support the above result wherein it stated that it is also important that the instructional materials have clarity because bad directions can leave students lost and could result in poor teaching (George, 2013).

8. Level of Acceptability of the Developed Teacher-Made Instructional Materials

Table 8 illustrates the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of their usefulness.

Table 8. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Usefulness

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
The materials prepare the learners to think logically and critically.	3.74	0.443	Very Acceptable	3.40	0.548	Very Acceptable
The concepts in the materials are simple and comprehensible.	3.74	0.611	Very Acceptable	3.40	0.548	Very Acceptable
As a whole, the enrichment activity is teachable.	3.63	0.598	Very Acceptable	3.40	0.548	Very Acceptable
The material provides an opportunity for the development /enhancement of language skills.	3.74	0.443	Very Acceptable	3.00	0.707	Acceptable
The learning contents provide adequate information on the topics presented.	3.71	0.519	Very Acceptable	3.20	0.837	Acceptable

It encourages the learners to become actively involved in the learning activities.	3.60	0.604	Very Acceptable	3.40	0.548	Very Acceptable
It stimulates the learners to intellectual activities.	3.66	0.539	Very Acceptable	3.20	0.837	Acceptable
The activities seek to relate new concepts from previous learning.	3.71	0.458	Very Acceptable	3.20	0.837	Acceptable
Overall Mean	3.69		Very Acceptable	3.28		Very Acceptable

The respondents rated the first indicator as *very acceptable*; English teachers ($M=3.74$, $SD=0.443$) and head/master teachers ($M=3.40$, $SD=0.548$). For the concepts in the materials in terms of usefulness, the English teachers rated it as *very acceptable* ($M=3.75$, $SD=0.611$), same with the head/master teachers ($M=3.40$, $SD=0.548$). As for the enrichment of activity as teachable, the English teacher-rated it as *very acceptable* ($M=3.63$, $SD=0.598$), having the same interpretation for the head/master teachers ($M=3.40$, $SD=0.548$). The next indicator is the enhancement of language skills. Again, the English teachers found it acceptable ($M=3.74$, $SD=0.443$), while the head/master teacher rated it *acceptable* ($M=3.00$, $SD=0.707$). Finally, the English teacher found the learning contents provided adequate information of the topics in terms of usefulness ($M=3.71$, $SD=0.519$) but noted as *acceptable* ($M=3.20$, $SD=0.837$) by the head/master teachers. For indicator 6, it encourages the learners to become actively involved; both the group of respondents noted it as *very acceptable*; English teachers ($M=3.60$, $SD=0.604$), head/master teachers ($M=3.40$, $SD=0.548$). Finally, the English teachers evaluated indicator number 7 as *acceptable* ($M=3.66$, $SD=0.539$), while the head/master teachers rated it *acceptable* ($M=3.20$, $SD=0.837$). For the last indicator, the English teachers interpreted it as *very acceptable* ($M=3.71$, $SD=0.458$), but the head/master teachers noted it as acceptable ($M=3.20$, $SD=0.837$).

To sum it up, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of usefulness attained an overall mean score of 3.69 and has the same interpretation as *very acceptable* for the head/master teachers having an overall mean score of 3.28.

Based on the result, it was noted that the head/master teachers and the English teachers have the same outlook in assessing the usefulness of the teacher-made instructional materials.

The above statement is supported by the views of Adeogun (2012). Schools that use more instructional resources do better than schools that do not use instructional materials. It also supported Babayomi's (2019) finding that private schools outperformed public schools because students and teachers have access to enough high-quality teaching and learning resources.

9. Level of Acceptability of the Developed Teacher-Made Instructional Materials

Table 9 illustrates the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of language and style.

Table 9. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Language and Style

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
The presentation is clear, observing correct grammar.	3.74	0.443	Very Acceptable	3.40	0.548	Very Acceptable
The language is clear and comprehensive in terms of vocabulary.	3.71	0.519	Very Acceptable	3.00	1.225	Acceptable
There is sufficient familiar vocabulary to ensure learning.	3.63	0.547	Very Acceptable	3.00	1.225	Acceptable

The structure, style, and format are appropriate to the target level. 3.66 0.539 Very Acceptable 3.20 0.837 Acceptable 322

Over all Mean 3.68 Very Acceptable 3.15 Acceptable

Both the English teachers (M=3.74, SD=0.443) and the head/master teachers (M=3.40, SD=0.548) rated the first indicator in terms of language and style as *very acceptable*. For the second indicator, the English teachers rated it as *very acceptable* (M=3.71, SD=0.519), while the head/master teachers found it *acceptable* (M=3.00, SD=1.225). For the third indicator, the English teachers noted it as *very acceptable* (M=3.63, SD=0.547), while the head/master teachers rated it *acceptable* (M=3.00, SD=1.225). Finally, the structure, style, and format in terms of language and style was interpreted as *acceptable* (M=3.66, SD=0.539), but the head/master teachers found it *acceptable* (M=3.20, SD=0.837).

In summary, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of language and style attained an overall mean score of 3.68 and was interpreted as *very acceptable*. However, the head/master teachers got an overall mean score of 3.15 and interpreted it as *acceptable*.

The results above show that the head/master teachers are more intensive than the English teachers in terms of assessing the language and style of the teacher-made instructional materials.

The above result has the same views as Tomlinson, 2018, wherein it stated that in an EFL context, instructional materials are essential because they facilitate language learning, draw learners' attention, motivate learners to learn a foreign language, provide comprehensible input and authentic language, make learning more concrete and meaningful, and guide the learner in practicing the language.

10. Level of Acceptability of the Developed Teacher-Made Instructional Materials

. Table 10 illustrates the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of illustrations.

Table 10. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Illustrations

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Clear and simple	3.71	0.458	Very Acceptable	3.00	0.707	Acceptable
Arouse learners' interest making learning effective and enjoyable	3.57	0.608	Very Acceptable	3.20	0.447	Acceptable
Provides concrete visual clues	3.60	0.604	Very Acceptable	3.00	0.707	Acceptable
Guides learners to follow direction	3.63	0.646	Very Acceptable	3.00	0.707	Acceptable
Relevant to the topic	3.77	0.426	Very Acceptable	3.20	0.447	Acceptable
Overall Mean	3.66		Very Acceptable	3.20		Acceptable

The English teachers rated the first indicator as *acceptable* (M=3.71, SD=0.458), while the head/master teachers noted it as *acceptable* (M=3.00, SD=0.707). The English teachers rated the second indicator as *very acceptable* (M=3.57, SD=0.608), while found *acceptable* (M=3.20, SD=0.447) by the head/master teachers. For the following indicator, the English teachers interpreted as *very acceptable* (M=3.60, SD=0.604) and *acceptable* (M=3.00, SD=0.707) by the head/master teachers. Next, the English teachers rated the directions in terms of illustrations as *very acceptable* (M=3.63, SD=0.646), while the head/master

teachers found it *acceptable* ($M=3.00$, $SD=0.707$). Finally, for the last indicator, the English teachers interpreted it as *very acceptable* ($M=3.77$, $SD=0.426$), but the head/master teachers rated it as *acceptable* ($M=3.20$, $SD=0.447$).

All in all, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of illustrations attained an overall mean score of 3.66 and was interpreted as *very acceptable*. However, the head/master teachers got an overall mean score of 3.20 and interpreted it as *acceptable*.

From the findings above, it can be viewed that the head/master teachers are more detailed than the English teachers in terms of assessing the illustrations of the teacher-made instructional materials.

The result is supported by Anatolian journal, 2021. Learners get hands-on experience with instructional resources. Learners are frequently more interested in hands-on experiences than in lectures and chalkboards. Teachers should be resourceful as well, encouraging kids to learn and perform better in class.

11. Level of Acceptability of the Developed Teacher-Made Instructional Materials

Table 11 illustrates the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of presentations.

Table 12. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Presentation

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
Topics are presented in logical and orderly sequences.	3.66	0.539	Very Acceptable	3.60	0.548	Very Acceptable
The directions are concise, readable, and easy to follow.	3.60	0.497	Very Acceptable	3.60	0.548	Very Acceptable
Topics fit the sequence of the course.	3.69	0.530	Very Acceptable	3.40	0.548	Very Acceptable
Over all Mean	3.69		Very Acceptable	3.53		Very Acceptable

The English teachers rated the first indicator as *very acceptable* ($M=3.66$, $SD=0.539$), similar to the interpretation of the head/master teachers ($M=3.60$, $SD=0.548$). The second indicator was rated similarly as *very acceptable* ($M=3.60$, $SD=0.497$) by the English teachers and head/master teacher ($M=3.60$, $SD=0.548$). Finally, for the last indicator, the English teachers were interpreted as *very acceptable* ($M=3.69$, $SD=0.530$) and *acceptable* ($M=3.40$, $SD=0.548$) for the head/master teachers.

Overall, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of presentations attained an overall mean score of 3.69 and was interpreted as *very acceptable*, similar to the findings of the head/master teachers with an overall mean score of 3.53 and interpreted as *very acceptable*.

From the findings above, it can be viewed that the head/master teachers and English teachers have the same perspective in terms of assessing the presentations of the teacher-made instructional materials.

Oni, 2012 supports the above result, stating that the presentation depends on the teachers' strategic factor in arranging and offering instructional resources. This is because they assist in the development of a notion that the instructor would not be able to develop without the use of instructional materials. This permits students to learn more easily, which has a good impact on their academic achievement.

12. Level of Acceptability of the Developed Teacher-Made Instructional Materials

Table 12 illustrates the acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers and master teachers'/head teachers in terms of Suitability.

Table 12. Level of Acceptability of the Developed Teacher-Made Instructional Materials based on Suitability

Indicators	English teachers			Head/ Master teachers		
	Mean	SD	VI	Mean	SD	VI
The activity takes into consideration the varying attitudes and capabilities of the learners.	3.66	0.591	Very Acceptable	3.40	0.548	Very Acceptable
The activities are suitable for the subject matter.	3.60	0.651	Very Acceptable	3.40	0.548	Very Acceptable
The activities are relevant, engaging, and self-motivating to the learners.	3.63	0.598	Very Acceptable	3.20	0.447	Very Acceptable
The use of enrichment activities is adaptable to classes with many learners.	3.66	0.591	Very Acceptable	3.40	0.548	Very Acceptable
Over all Mean	3.64		Very Acceptable	3.35		Very Acceptable

The English teachers and the head/master teachers rated the first indicator as *very acceptable* ($M=3.66$, $SD=0.591$), similar to the interpretation of the head/master teachers ($M=3.40$, $SD=0.548$). The second indicator was rated similarly as *very acceptable* ($M=3.60$, $SD=0.651$) by the English teachers and head/master teachers ($M=3.40$, $SD=0.548$). The next indicator was interpreted as *very acceptable* by the English teachers ($M=3.63$, $SD=0.598$), while *acceptable* ($M=3.20$, $SD=0.447$) for the head/master teachers. Finally, for the last indicator, the English teachers interpreted as *very acceptable* ($M=3.66$, $SD=0.591$) and *very acceptable* ($M=3.40$, $SD=0.548$) for the head/master teachers.

To summarize, the level of acceptability of the developed teacher-made instructional materials based on the assessments of the English teachers in terms of Suitability attained an overall mean score of 3.64 and was interpreted as *very acceptable*, similar to the findings of the head/master teachers with an overall mean score of 3.35 and interpreted as *very acceptable*.

Based on the findings above, it can be viewed that the head/master teachers and English teachers have the same point of view in assessing the Suitability of the teacher-made instructional materials.

The above result is supported by Farombi, 2018 wherein who believes that the availability, sufficiency, Suitability, and relevance of instructional materials in classrooms can impact great teaching, which can help students learn and perform better.

According to Mohd Hamzah (2011), validity is crucial in establishing the acceptability of learning material. Therefore, the module's legitimacy is assessed based on the opinions of experts. Experts who have been approved and have experience in the field and educational modules. According to Rubio et al. (2013), the validity procedure should include three evaluators. As a result, the researcher had appointed forty (40) evaluators in English, language, and modules as part of the study.

It is supported by Obassi, 2012, as for the role of the experts in accepting a certain kind of instructional materials. However, teachers' modifications of materials can affect students' opportunities to achieve academic standards, coherent and not different for its betterment. This insight has become even more important during the coronavirus disease 2019 (COVID-19) pandemic because instruction moves online, and teachers adapt their instruction and materials accordingly.

Summary of Findings

Since teacher-made instructional materials have already been used in the school as a supplementary to learning during this time of pandemic, the researcher began her study by first securing permission to conduct research. The researcher constructed and sent a letter of permission addressed to the school head of a public secondary school in the Division of Laguna. The researcher also asked permission from the School Head of Pedro Guevara Memorial National High School, Gov. Felicisimo T. San Luis Integrated Senior High School, and Calumpang National High School in oral and written form to know the level of validity and acceptability of the English teachers, master teachers and headteachers towards the teacher-made instructional materials for grade 8 learners. The purpose of the study, method of administration of the research instruments, the date of administration, and retrieval of the research instruments were explained.

In the administration of the questionnaire, the researcher used the vacant time of the teachers to avoid distractions. The teachers were given enough time to answer the questions. After data gathering, the researcher collected it for tallying the scores and then applied the statistical treatment used in the study. 325

The overall findings were based on the assessments of the English teachers and the head/master teachers on the level of validity and acceptability of the developed teacher-made instructional materials; the content was valid and accepted. Therefore, it could be inferred that using this developed teacher-made instructional material is recommendable and valid for grade 8 learners in secondary education. Furthermore, following the respondents' feedback, it was evident that instructional material positively affected the students' attitude in learning the English language.

Conclusion

In accordance with the findings, the conclusions were made:

The level of validity of the developed teacher-made instructional materials on Grammar and Literature for Grade 8 in terms of goals and objectives, concepts, directions, practical exercises, reflection, and topics and the level of acceptability in terms of clarity, usefulness, Language and style, illustrations, presentations, and suitability based on the assessments of the English teachers and master teachers'/head teachers were valid and accepted and can be adopted by the public schools of the Division of Laguna. The findings stated that the English teachers and head/master teachers were the perfect evaluators of the said materials because they are thorough, distinct, and have high standards in assessing the teacher-made instructional materials.

Recommendations

Based on the conclusions drawn from the study, the following were recommended:

1. Students are encouraged to devote more time and effort to their studies in order to achieve exceptional results. The use of supplementary materials such as modules can help students perform better.
2. The government could also explore producing modules in response to the growing concern over insufficient educational resources.
3. English teachers should have module preparations based on a variety of criteria and deliver them to their learners.
4. Teachers of English should use the module to pique the learners' interest and differentiate it from the texts they are currently reading.
5. Researchers in the same field of expertise could undertake research on any of the literature mentioned.

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