



Development of a Competency-Based Learning Packet for Grade 7 Social Studies Under The MATATAG Curriculum

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ABSTRACT: This study aimed to identify the least-mastered competencies in Grade 7 Social Studies under the MATATAG Curriculum and develop and validate a competency-based learning packet responsive to these identified learning needs. A descriptive Research and Development (R&D) design was employed, comprising planning, development, and validation phases to systematically identify competency gaps and develop a corresponding instructional resource. Place and Duration of Study: The study was conducted in the Schools Division of Ilocos Sur during the implementation of the Social Studies 7 MATATAG Curriculum. Forty-four Social Studies 7 teachers were selected through total enumeration for the needs assessment, while the developed learning packet was evaluated by five purposively selected experts from the Schools Division of Ilocos Sur and higher education institutions. A needs assessment checklist and a modified validation rating scale were administered using a four-point Likert scale. Mean scores were used to determine competency mastery and the validity of the learning packet. The identified competencies guided the development of the learning packet, which was evaluated in terms of objectives, content, instructional quality, and assessment. Twenty of the 23 competencies were rated moderately mastered. Quarterly composite means ranged from 3.07 to 3.12, with the Third Quarter obtaining the lowest rating (M=3.07) and the Fourth Quarter the highest (M=3.12). The developed learning packet was rated Highly Valid overall (M=3.96), with Objectives (M=4.00), Content (M=3.95), Instructional Quality (M=3.90), and Assessment (M=3.97) likewise rated Highly Valid. The findings establish the need for supplementary instructional support in Social Studies 7. The developed competency-based learning packet was highly valid, curriculum-aligned, and responsive to identified competency gaps, supporting its use as a supplementary instructional resource for competency enhancement, independent learning, and enrichment under the MATATAG Curriculum.

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1. INTRODUCTION

Curriculum serves as the cornerstone of every educational system by ensuring that teaching and learning remain responsive to the evolving needs of society. It equips learners with essential knowledge, values, and competencies necessary for lifelong learning and meaningful participation in contemporary society. Its significance lies in its capacity to adapt to changing societal demands and educational priorities, thereby preparing learners to address future challenges through real-world applications of knowledge (Olipas, 2024). As educational systems continue to respond to globalization and rapid technological and social changes, curriculum reforms have increasingly emphasized not only content acquisition but also the development of creativity, critical thinking, problem-solving, and other twenty-first-century competencies.

Consistent with this direction, the Philippine educational system has undergone substantial curriculum reforms. In 2023, the Department of Education (DepEd) introduced the MATATAG Curriculum to address long-standing concerns regarding curriculum congestion, learning loss, and the alignment of basic education with international standards. The curriculum aims to provide quality, inclusive, and equitable education while promoting lifelong learning opportunities for all learners. Its phased implementation began in School Year 2024–2025, initially covering Kindergarten, Grades 1, 4, and 7. This transition requires schools and teachers to realign instructional practices, learning resources, and assessment strategies to ensure effective implementation and attainment of the intended learning outcomes.

Among the learning areas affected by these reforms is Social Studies (Social Studies) Grade 7, which now introduces learners to the Philippines within the broader context of Southeast Asia. Under the MATATAG Curriculum, the previous emphasis on Araling Asyano (Asian Studies) has shifted toward Pilipinas sa Timog-Silangang Asya (Philippines in Southeast Asia), highlighting the historical, geographical, cultural, political, and economic interconnectedness of the Philippines and its neighboring Southeast Asian countries. This curricular shift is intended to strengthen learners' historical understanding, cultural appreciation, civic responsibility, and regional identity while fostering critical thinking and historical inquiry. As emphasized in the SOCIAL STUDIES MATATAG Curriculum Guide (2023), the discipline underscores the dynamic interaction between individuals and society within local, regional, and global contexts.

Specifically, the SOCIAL STUDIES 7 MATATAG Curriculum focuses on developing learners' understanding of geography, early Asian civilizations, colonialism, nationalism, regional cooperation, and sustainable development within Southeast Asia. Learners are expected to examine the influence of physical and human geography on society, analyze historical developments, understand cultural diversity, and appreciate the Philippines' role in Southeast Asia. These competencies are intended to strengthen learners' critical thinking, cultural awareness, historical consciousness, and national identity (DepEd, 2023).

Despite these curriculum enhancements, evidence suggests that Social Studies continues to experience persistent learning challenges. Aguimlod et al. (2023) reported that Social Studies consistently registered the lowest performance among learning areas in the National Achievement Test (NAT), obtaining only 74 percent against the expected competency standard. The study attributed this performance to several factors, including learners' difficulty in mastering competencies and the inadequate availability of instructional materials, particularly in schools with limited educational resources.

The implementation of the MATATAG Curriculum has also introduced new instructional challenges for teachers. Kilag et al. (2023) observed that the pilot implementation required teachers to familiarize themselves with newly introduced competencies while simultaneously developing appropriate instructional materials. Similarly, Malipot (2023) and Loza (2024) emphasized the need for instructional resources that are responsive to curricular reforms and capable of supporting quality teaching and learning under changing educational conditions.

Recognizing these challenges, the Department of Education Regional Memorandum No. 1077, s. 2024 underscored the urgent need to realign instructional materials with the revised curriculum to ensure that learning resources adequately address learners' needs while remaining consistent with the prescribed competencies, knowledge, and skills of the MATATAG Curriculum. This policy recognizes that curriculum implementation cannot be fully realized without instructional materials specifically designed to support the revised learning standards.

In response to this national initiative, the Schools Division of Ilocos Sur has conducted seminar-workshops on the preparation of MATATAG-aligned lesson plans for Social Studies teachers. Likewise, DepEd Region I continues to strengthen its commitment to providing teachers with curriculum-aligned instructional resources that support quality basic education.

Nevertheless, lesson plans alone may not sufficiently address learners' varying instructional needs, particularly in developing mastery of complex competencies. Navarro (2023) emphasized that, alongside classroom modules, there is a need to develop learning packets that serve as supplementary instructional materials capable of reinforcing competency mastery. Likewise, the Loza, 2024 emphasized that teachers should be empowered to develop and utilize learning resources that accelerate student learning and enhance classroom instruction.

Within the Schools Division of Ilocos Sur, teachers implementing the Social Studies 7 MATATAG Curriculum continue to experience challenges associated with the transition to the revised curriculum, particularly the limited availability of instructional materials aligned with the new competencies. Although DepEd has initiated professional development activities and curriculum support mechanisms, there remains a noticeable gap in the availability of validated supplementary learning resources specifically designed for Social Studies 7 under the MATATAG Curriculum. This gap underscores the need to develop instructional materials that are evidence-based, curriculum-aligned, and responsive to learners' least-mastered competencies.

Guided by this need, the present study sought to develop and validate a learning packet in Social Studies 7 anchored on the least-mastered competencies identified by Social Studies teachers. The learning packet is intended to serve as a supplementary instructional material that supports teachers in delivering competency-based instruction while promoting learners' independent learning and mastery of essential competencies under the MATATAG Curriculum.

Furthermore, this study supports the research agenda of the Mariano Marcos State University Graduate School in advancing quality Social Studies education through the development of innovative instructional resources. It likewise contributes to the attainment of

the United Nations Sustainable Development Goal 4 (Quality Education) by promoting equitable access to relevant, high-quality, and learner-centered educational materials.

Objectives

The primary purpose of this study was to develop and validate a competency-based learning packet in Social Studies 7 aligned with the MATATAG Curriculum. Specifically, the study sought to answer the following questions:

1. What are the least-mastered competencies in Social Studies 7 as perceived by teachers?
2. What competency-based learning packet can be developed based on the identified least-mastered competencies?
3. What is the level of validity of the developed learning packet in terms of its objectives, content, instructional quality, and assessment?

2. METHODOLOGY

This study employed a descriptive Research and Development (R&D) design to identify the least-mastered competencies in Social Studies (AP) 7 and develop a corresponding learning packet. The R&D process consisted of three phases: planning, which included a literature review and needs assessment; development, which focused on the preparation of the learning packet; and validation, which involved expert evaluation and refinement of the developed material.

The study was conducted in the Schools Division of Ilocos Sur due to the limited availability of instructional materials aligned with the Social Studies 7 MATATAG Curriculum. The locale was selected to address the instructional resource needs of both teachers and learners.

The study involved 44 Social Studies 7 teachers, selected through total enumeration, to identify the least-mastered competencies. The developed learning packet was evaluated by a panel of experts selected through purposive sampling, consisting of an Social Studies Education Program Supervisor, a Learning Resource Management Supervisor, one Social Studies Master Teacher, and two higher education Social Studies faculty members.

Two instruments were utilized in the study. The first was a needs assessment survey checklist adapted from Navarro (2023) to determine the least-mastered competencies in Social Studies 7. The second was a modified validation rating scale adapted from Salanio (2021) and Navarro (2023) to evaluate the learning packet in terms of objectives, content, instructional quality, and assessment. Both instruments were validated by the advisory committee and employed a four-point Likert scale.

Ethical approval was obtained from a reputable research board of an University before data collection. Following institutional approval and informed consent, the needs assessment survey was administered online through Google Forms to Social Studies 7 teachers. The results served as the basis for developing the learning packet, which was subsequently evaluated by a panel of experts. Their recommendations guided the revision and finalization of the instructional material.

The mean was employed to analyze the data gathered in the study. Specifically, mean scores were computed to determine the level of mastery of the Social Studies 7 competencies and the validity of the developed learning packet. For the least-mastered competencies, mean scores were interpreted using the following ranges: 3.50–4.00 (Mastered Competency), 2.50–3.49 (Moderately Mastered Competency), 1.50–2.49 (Poorly Mastered Competency), and 1.00–1.49 (Not Mastered Competency). Similarly, the validity of the learning packet was interpreted using the following descriptive ranges: 3.50–4.00 (Highly Valid), 2.50–3.49 (Moderately Valid), 1.50–2.49 (Slightly Valid), and 1.00–1.49 (Not Valid).

3. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the study's findings, focusing on teachers' perceptions of priority competencies for learning enhancement in Social Studies 7, the development of the competency-based learning packet, and the validation of the developed learning material.

3.1 Teachers' Perceptions of Priority Competencies for Learning Enhancement in Social Studies 7

Table 1 presents the teachers' assessment of the learning competencies covered in Social Studies 7 under the MATATAG Curriculum. The 23 learning competencies were distributed across the four quarters, with six competencies in the First Quarter, eight in the Second Quarter, five in the Third Quarter, and four in the Fourth Quarter. The competencies were classified according to the descriptive interpretation of their mean scores: Mastered Competency (MC), Moderately Mastered Competency (MMC), Poorly Mastered Competency (PMC), and Not Mastered Competency (NMC). Competencies with mean scores ranging from 1.00 to 3.49, corresponding to the moderately mastered, poorly mastered, and not mastered categories, were identified as the least mastered competencies and were considered in the development of the learning packet.

As shown in Table 1, 20 of the 23 learning competencies across the four quarters were rated as moderately mastered, indicating that most of the identified competencies had not yet reached the mastered level based on teachers' perceptions. This finding points to the need for supplementary instructional support, particularly through learning materials that can address gaps in learners' understanding and provide structured opportunities for reinforcement and independent learning.

Table 1. Priority Competencies for Learning Enhancement in Social Studies 7

Most Essential Learning Competencies	Mean	DI
Unang Markahan (First Quarter)		
1. Naipapaliwanag ang mahahalagang ginagampanan ng katangiang pisikal ng Pilipinas at ng rehiyon sa pagbuo ng mga mamamayan sa Pilipinas at Timog-Silangang Asya (<i>Explains the significant roles of the physical characteristics of the Philippines and the region in shaping the people of the Philippines and Southeast Asia.</i>)	3.61	MC
2. Nasusuri ang heograpiyang pantao ng Timog-Silangang Asya batay sa pangkat-etnolinggwistiko, pananampalataya, estrukturang panlipunan at ugnayang pangkapangyarihan (<i>Analyzes the human geography of Southeast Asia based on ethnolinguistic groups, religion, social structure, and power relations.</i>)	3.18	MMC
3. Naiuugnay ang katangian ng sinaunang lipunan sa pagkakamag-anak, pamilya at kasarian (kinship, family and gender sa Timog-Silangang Asya (<i>Relates the characteristics of ancient societies to kinship, family, and gender in Southeast Asia.</i>)	3.09	MMC
4. Nasusuri ang kalinangang Austronesyano at Imperyong Maritima kaugnay sa pagbuo ng kalinangan ng Pilipinas at Timog-Silangang Asya (<i>Analyzes Austronesian culture and maritime empires in relation to the development of the cultures of the Philippines and Southeast Asia.</i>)	2.75	MMC
5. Naiuugnay ang sinaunang kabihasan ng Pilipinas sa mga bansa sa Timog-Silangang Asya, China at India (<i>Relates the ancient civilization of the Philippines to the countries of Southeast Asia, China, and India.</i>)	2.84	MMC
6. Napapahalagahan ang uganaya ng heograpiya at sinaunang kasaysayan ng mga bansa sa Timog-Silangang Asya (<i>Appreciates the relationship between geography and the ancient history of the countries of Southeast Asia.</i>)	3.11	MMC
Composite Mean	3.10	MMC
Ikalawang Markahan (Second Quarter)		
7. Naipapaliwanag ang konsepto ng kolonyalismo at imperyalismo (<i>Explains the concepts of colonialism and imperialism.</i>)	3.55	MC
8. Naipaghahambing ang una at ikalawang yugto ng imperyalismong Kanluranin (<i>Compares the first and second phases of Western imperialism.</i>)	3.23	MMC
9. Nasusuri ang mga pamamaraan at patakarang kilonyal sa tatlong bansa ng pangkapuluang Timog-Silangang Asya (<i>Analyzes colonial methods and policies in three countries of insular Southeast Asia.</i>)	3.16	MMC
10. Nasusuri ang iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin at pag-angkop) sa tatlong bansa ng pangkapuluang Timog Silangang Asya. (<i>Analyzes various responses to the colonial order (resistance, appropriation, and adaptation) in three countries of insular Southeast Asia.</i>)	2.93	MMC
11. Nasusuri ang mga pamamaraan at patakarang kolonyal sa tatlong bansa ng pangkontinenteng Timog Silangang Asya. (<i>Analyzes colonial methods and policies in three countries of mainland Southeast Asia.</i>)	2.91	MMC
12. Nasusuri ang iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin, at pag-angkop) sa tatlong bansa ng pangkontinenteng Timog Silangang Asya (<i>Analyzes various responses to the colonial order (resistance, appropriation, and adaptation) in three countries of mainland Southeast Asia.</i>)	3.02	MMC
13. Naipapaliwanag ang imperyalismong Hapo sa ika-20 siglo (<i>Explains Japanese imperialism in the 20th century.</i>)	3.09	MMC
14. Naipaghahambing ang mga pamamaraan, patakarang kolonyal at iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin at pag-angkop) sa apat na mga bansa ng Timog Silangang Asya. (<i>Compares colonial methods, policies, and various responses to the colonial order (resistance, appropriation, and adaptation) in four countries of Southeast Asia.</i>)	2.91	MMC

Most Essential Learning Competencies	Mean	DI
Composite Mean	3.10	MMC
Ikatlong Markahan (Third Quarter)		
15. Naipaliliwanag ang sumusunod na konsepto: a. Nasyonalismo; b. Kasarinlan; c. Pagkabansa (<i>Explains the following concepts: a. Nationalism; b. Independence; c. Nationhood.</i>)	3.59	MC
16. Naipaliliwanag ang pagtamo ng kasarinlan ng mga piling bansa sa Timog Silangang Asya (<i>Explains the attainment of independence of selected countries in Southeast Asia.</i>)	3.09	MMC
17. Nasusuri ang mga hamon sa pagkabansa ng Pilipinas matapos ang Ikalawang Digmaang Pandaigdig (<i>Analyzes the challenges to nationhood in the Philippines after World War II.</i>)	2.84	MMC
18. Nasusuri ang mga hamon sa pagkabansa ng pangkontinang Timog Silangang Asya matapos ang Kumperensiya ng Bandung. (<i>Analyzes the challenges to nationhood in mainland Southeast Asia after the Bandung Conference.</i>)	2.93	MMC
19. Nasusuri ang mga hamon sa pagkabansa ng pangkapuluang Timog Silangang Asya matapos ang Kumperensiya ng Bandung. (<i>Analyzes the challenges to nationhood in insular Southeast Asia after the Bandung Conference.</i>)	2.89	MMC
Composite Mean	3.07	MMC
Ikaapat na Markahan (Fourth Quarter)		
20. Natatalakay ang layunin, kasaysayan, estruktura at ilang tagumpay ng ASEAN. (<i>Discusses the objectives, history, structure, and some achievements of ASEAN.</i>)	3.25	MMC
21. Naiuugnay ang papel ng Pilipinas bilang aktibong kasapi ng ASEAN. (<i>Relates the role of the Philippines as an active member of ASEAN.</i>)	3.07	MMC
22. Nasusuri ang mga hamon at tugon ng ASEAN sa pagtamo ng likas-kayang pag-unlad (sustainable development). (<i>Analyzes the challenges faced by and responses of ASEAN toward achieving sustainable development.</i>)	3.05	MMC
23. Nasusuri ang papel ng ASEAN sa usapin ng karapatang pantao sa Pilipinas at Timog Silangang Asya. (<i>Analyzes the role of ASEAN in addressing human rights issues in the Philippines and Southeast Asia.</i>)	3.09	MMC
Composite Mean	3.12	MMC

Legend: Range of Means Descriptive Interpretation (DI)

3.50 – 4.00	Mastered Competency (MC)
2.50 – 3.49	Moderately Mastered Competency (MMC)
1.50 – 2.49	Poorly Mastered Competency (PMC)
1.00 – 1.49	Not Mastered Competency (NMC)

In the First Quarter, five of the six competencies were classified as moderately mastered, resulting in a composite mean of 3.10, interpreted as moderately mastered. This indicates that the majority of competencies in the quarter required further instructional reinforcement. The teachers' accounts provide contextual explanations for these results, particularly in relation to learners' background knowledge, comprehension, engagement, and access to instructional resources. One teacher explained:

“Some of the reasons why the learners incurred the least mastered competencies in Social Studies 7 include their limited background knowledge which causes the difficulty in understanding historical concepts and analyzing texts and sources, which in return affects their performance. To resolve these learning gaps, the Department of Education should provide learning materials such as books, modules and learning packets to meet challenges that contribute to the student's mastery of certain competencies.”

— Teacher A

Another teacher emphasized difficulties related to attention, comprehension, and access to learning resources:

“One challenge I often face is that some students have a hard time paying attention during discussions. It's tough to keep them engaged, especially when the topics are too broad or hard to understand. A lot of them struggle with comprehension because there's just so much information. Also, we don't always have enough learning materials or books for everyone, which makes it harder for students to follow the lessons or study on their own.”

— Teacher C

The teachers' responses provide a qualitative explanation for the quantitative finding that several competencies were only moderately mastered. In particular, the teachers identified limited background knowledge, difficulty in understanding historical concepts and sources, challenges in maintaining learner attention, and insufficient learning resources as factors that may constrain learners' mastery of Social Studies 7 competencies. These concerns suggest that mastery may depend not only on classroom instruction but also on the availability of accessible and appropriately structured learning resources that allow learners to review and process concepts beyond classroom discussions.

The finding is consistent with Naval (2014), who emphasized that instructional materials should consider learners' interests, knowledge, understanding, abilities, needs, and experiences. Such materials play an important role in supporting effective instruction. Beyond textbooks, supplementary resources such as modules and learning packets can provide additional opportunities for learners to engage with content and reinforce their understanding. Similarly, Ancheta (2022), noted that learning materials can contribute to effective teaching by facilitating learners' active participation in classroom instruction. These perspectives support the need to develop learning resources that respond to identified competency gaps and learners' instructional needs.

In the Second Quarter, seven of the eight competencies were classified as moderately mastered, with a composite mean of 3.10, also interpreted as moderately mastered. The result indicates that most competencies in this quarter required further reinforcement. The teachers associated this condition, among other factors, with the abrupt implementation of the new curriculum and the resulting lack of available learning resources. Teacher F noted:

"The unavailability of learning resources for teachers and students have a big impact on the teaching and learning process such as lack of engagement during discussion and minimal interest to participate and learn, to name a few."

— Teacher F

Similarly, Teacher H stated:

"One challenge we faced was the sudden implementation of the new curriculum. Since it was abrupt, there weren't enough learning materials ready for us to use. Because of that, it became harder for students to understand some of the lessons. Without proper materials, it's difficult for them to process and relate to the topics."

— Teacher H

These accounts reinforce the quantitative findings by illustrating how the availability of instructional resources may influence the teaching-learning process. Teachers perceived that the relatively sudden implementation of the new curriculum, together with insufficient learning materials, made it more difficult for learners to understand, process, and relate the lessons to their existing knowledge. The lack of resources was also associated with reduced learner engagement and participation. Thus, the findings indicate that curriculum implementation requires not only changes in prescribed competencies but also adequate instructional resources that enable teachers and learners to work effectively with the intended curriculum.

This finding corroborates Ancheta (2022), who argued that instructional materials can facilitate effective teaching and encourage learners' active participation in classroom discussions. The study further associated the use of learning materials with improved student performance. Similarly, Guiritan et al. (2024) emphasized that instructional materials are essential to the teaching-learning process and should be carefully selected, prepared, and critically designed in accordance with teaching-learning objectives. The availability, adequacy, and relevance of instructional materials may consequently influence the quality of instruction and students' learning and academic performance.

For the Third Quarter, four competencies were classified as moderately mastered, producing a composite mean of 3.07, likewise interpreted as moderately mastered. This finding further indicates the need for instructional resources that can provide learners with opportunities for reinforcement and independent engagement with the competencies.

Learning packets are particularly relevant in this context because they can provide structured opportunities for self-paced and individualized learning. Tomlinson (2014) emphasized the value of differentiated learning experiences that respond to learners' varying needs, while Zhao (2020) highlighted the role of structured learning resources in maintaining educational continuity during disruptions. Hall et al. (2003) likewise emphasized the importance of differentiating instruction according to learners' skill levels and interests. Taken together, these perspectives suggest that appropriately designed learning packets can serve as supplementary resources that address learner diversity while providing structured opportunities for independent learning.

The teachers' responses further emphasized the need for learning materials that are aligned with the Social Studies 7 competencies under the MATATAG Curriculum. Teacher A stated:

"Since there is lack of learning materials for the new Social Studies 7 MATATAG curriculum, it is indeed needed to craft one. This learning material must provide a background knowledge for students which can help them relate to daily life. This study which aimed to develop a learning packet in Social Studies 7 is a great help for both teacher and the students in the coming years."

— Teacher A

Teacher G similarly explained:

"The changes brought by the MATATAG Curriculum is the avenue to develop a learning packet in Social Studies 7. It would really help both teachers and students. With a well-prepared packet, lessons can be more organized, and students can better understand

the topics even outside the classroom. It would also be helpful for those who need extra time or support in mastering the competencies.”

— Teacher G

These responses indicate that teachers viewed the development of a learning packet not simply as a response to the lack of available materials but also as an opportunity to provide curriculum-aligned, organized, and accessible instructional support. Teacher A particularly emphasized the importance of providing background knowledge and connecting learning with learners’ daily lives, while Teacher G highlighted the potential of the packet to support organization, comprehension, independent learning, and learners who require additional time or assistance in mastering competencies.

The findings support Canaria (2022), who emphasized that learning packets can serve as instructional tools that support the learning process. The alignment of learning materials with the prescribed Most Essential Learning Competencies (MELCs) is particularly important because such alignment helps ensure that learners are provided with the knowledge, skills, and values expected within the curriculum. Canaria (2022) further emphasized the importance of considering learners’ diverse learning styles and skills in the development of instructional materials. Likewise, Barbante and Baraquia (2022) argued that learning materials should provide relevant and realistic learning experiences while responding to learners’ diverse social and cultural backgrounds.

In the Fourth Quarter, all four competencies were classified as moderately mastered, with a composite mean of 3.12. This was the highest composite mean among the quarters classified as moderately mastered, yet it remained below the threshold for a mastered competency. The result suggests that the need for supplementary instructional support extended throughout the school year rather than being limited to a particular quarter.

The continuing need for learning materials is particularly relevant to the implementation of the MATATAG Curriculum. Learning packets can support flexible, self-paced, and context-based learning, particularly when learners have limited access to technology or direct teacher assistance. Maduli (2023), for example, developed a biodiversity learning activity packet for Grade 10 students and found that the material improved students’ understanding of science concepts while remaining aligned with curriculum standards. Similarly, Manlangit and Candelaria (2024) reported that Grade 7 learners who used ecosystem-based learning packets demonstrated satisfaction and motivation, while teachers observed improved learning outcomes. These studies provide support for the potential of well-designed learning packets as supplementary instructional tools that can promote engagement and facilitate learning.

The teachers’ responses likewise underscored the importance of updated and accessible learning materials in supporting the implementation of the MATATAG Curriculum. Teacher A stated:

“The implementation of the MATATAG Curriculum for School Year 2024-2025 is needed to provide updated textbooks and other learning materials that promote students’ independent learning, arouses the students’ interest and a tool for students to read for enrichment.”

— Teacher A

Teacher B added:

“The development of learning packets in this subject [Social Studies 7] can be a tool to promote learners’ engagement; a support for their independent learning and enrichment.”

— Teacher B

The teachers’ responses demonstrate a consistent perception that updated and curriculum-aligned learning materials are necessary to support the implementation of Social Studies 7 under the MATATAG Curriculum. Their responses specifically identified independent learning, learner engagement, enrichment, interest, and additional learning support as potential benefits of a learning packet. These perceptions complement the quantitative findings, which showed that the majority of Social Studies 7 competencies remained at the moderately mastered level.

The findings corroborate Neri and Ancog (2023), who highlighted the importance of designing learning materials that capture learners’ interest and encourage engagement. Their work further suggests that appropriately designed materials can provide learners with opportunities to achieve intended learning outcomes even when the teacher is not physically present. Ramirez (2022), likewise identified important characteristics of learning packets, including their capacity to promote self-motivation, make learning meaningful, and provide directions, hints, and references that enable learners to study independently. These characteristics are particularly relevant to the current findings because the teachers identified the need for materials that can extend learning beyond classroom instruction.

Overall, the findings reveal a consistent pattern across the four quarters: 20 of the 23 Social Studies 7 competencies were perceived by teachers as moderately mastered, while only three competencies reached the mastered level. The composite means for the four quarters—3.10 for the First Quarter, 3.10 for the Second Quarter, 3.07 for the Third Quarter, and 3.12 for the Fourth Quarter—all fell within the moderately mastered category.

The quantitative findings were further supported by teachers’ qualitative accounts, which identified limited background knowledge, difficulties in understanding historical concepts, comprehension challenges, insufficient learning resources, reduced engagement, and the need for curriculum-aligned materials as important concerns in the teaching and learning of Social Studies 7. The

convergence of the quantitative and qualitative findings strengthens the rationale for developing a supplementary learning resource specifically responsive to the competencies identified as least mastered.

More importantly, the teachers' responses indicate that the development of a learning packet should go beyond simply reproducing curricular content. The material should provide sufficient background knowledge, facilitate comprehension of complex concepts, support independent and self-paced learning, encourage engagement, and remain aligned with the competencies prescribed under the MATATAG Curriculum. This perspective is consistent with the cited literature emphasizing that effective instructional materials should be learner-centered, curriculum-aligned, relevant, accessible, and responsive to learners' diverse needs (Naval, 2014; Canaria, 2022; Barbante & Baraquia, 2022; Neri & Ancog, 2023).

Thus, the identification of the least mastered competencies provides an empirical basis for the development of the competency-based learning packet for Social Studies 7. The findings suggest that the learning packet may function as a supplementary instructional resource designed to address identified competency gaps while supporting teachers in curriculum implementation and providing learners with structured opportunities for reinforcement, independent learning, and enrichment. The teachers' perspectives, together with the quantitative assessment of competency mastery and the supporting literature, establish the instructional need that guided the succeeding phase of the study—the development and validation of the Social Studies 7 competency-based learning packet.

3.2 Competency-Based Learning Packet for Social Studies 7

The findings from the needs assessment served as the primary basis for the development of the Competency-Based Learning Packet for Social Studies 7. The assessment revealed that 20 of the 23 learning competencies across the four quarters were classified as moderately mastered, with composite means of 3.10 in the First Quarter, 3.10 in the Second Quarter, 3.07 in the Third Quarter, and 3.12 in the Fourth Quarter. These results indicated the need for supplementary instructional materials that could provide learners with structured opportunities to reinforce their understanding and progress toward mastery of the identified competencies.

The development of the competency-based learning packet was anchored on Bloom's Mastery Learning Theory, which emphasizes that learners can attain mastery of intended learning outcomes when provided with appropriate learning conditions, sufficient time, instructional support, and opportunities to address learning difficulties. In the present study, this theoretical foundation is reflected in the systematic sequence of pre-assessment, lesson discussion, guided and independent activities, application tasks, generalization, and post-assessment. The pre-assessment (Tuklasin) establishes learners' prior knowledge and understanding, while the succeeding activities provide opportunities to develop, practice, and reinforce the targeted competencies. The post-assessment (Pagtataya) provides an opportunity to determine learners' achievement after completing the lesson. This sequence is particularly relevant to the needs assessment findings, in which 20 of the 23 Social Studies (AP) 7 competencies were identified as moderately mastered. Thus, the learning packet provides structured opportunities for reinforcement, practice, assessment, and further learning toward mastery rather than assuming that learners have already achieved the expected level of competency.

The learning packet was likewise grounded in Vygotsky's Zone of Proximal Development (ZPD), which emphasizes the distance between what learners can accomplish independently and what they can accomplish with appropriate assistance or guidance. This perspective is reflected in the incorporation of scaffolding techniques throughout the learning materials. The sequence from Tuklasin (Pre-assessment), Talakayan (Content Lesson), Pagyamanin (Lesson Activities), Isagawa (Application of the Lesson), and Pagnilayin (Generalization) provides progressively structured learning experiences through which learners can move from their existing knowledge toward the intended competencies. Guided activities, examples, performance tasks, rubrics, and opportunities for individual and collaborative learning provide additional forms of support throughout the learning process. As learners develop greater competence and confidence, these supports are intended to facilitate their gradual movement toward independent learning. Thus, the ZPD perspective supports the learning packet as a scaffolded instructional resource designed to address identified learning gaps while promoting learner engagement, participation, and independence.

The learning packet was developed following the standardized template used for the Alternative Delivery Mode (ADM) learning materials of the Department of Education (DepEd). Each learning packet contains interconnected sections designed to guide learners systematically from the activation of prior knowledge to content acquisition, application, assessment, and reflection. The Lesson Title (Paksang-Aralin) provides the descriptive name of the intended lesson and was derived from the learning competencies prescribed under the Social Studies (AP) 7 MATATAG Curriculum. It gives learners an overview of the focus and content of the lesson. The Lesson Introduction (Introduksyon) serves as the initial phase of the lesson, designed to activate learners' prior knowledge, generate interest, and prepare them for the learning process.

The Learning Competency (Pamantayan sa Pagkatuto) and Lesson Objectives (Layunin) identify the expected outcomes that learners should attain by the end of each lesson. These were adapted from the MELCs and Curriculum Guide of the Social Studies (AP) 7 MATATAG Curriculum. The learning objectives were formulated with consideration of the cognitive, affective, and psychomotor domains and guided by the SMART approach—Specific, Measurable, Attainable, Realistic, and Time-bound. Through these components, learners are provided with a clear understanding of what they are expected to know, understand, and demonstrate after completing the lesson.

The Pre-assessment (Tuklasin) consists of activities designed to determine learners' baseline understanding and prior knowledge before they engage with new content. These activities were developed in an engaging manner to encourage learners to participate while allowing them to examine what they already know about the lesson. The information generated through this stage can provide a starting point for the succeeding learning experiences.

The Content Lesson (Talakayan) provides a brief but essential discussion of the information required for the lesson. It serves as the principal source of content that facilitates learning by providing learners with the necessary knowledge, skills, and guidance to understand new concepts. The content is intended to support learners as they proceed to the activities and application tasks.

The Lesson Activities (Pagyamanin) and Application of the Lesson (Isagawa) consist of engaging tasks, exercises, and interactions that allow learners to actively process and apply the lesson content. These components serve as opportunities to monitor learners' progress and understanding. Activities may be completed individually or collaboratively, thereby promoting both independent and collaborative learning. Performance-based activities, including tasks such as writing a letter or creating a poster slogan, are accompanied by rubrics that specify the criteria, descriptions, and corresponding points for assessment. The performance activities are also connected, where appropriate, to learners' daily experiences and real-life situations, allowing them to apply classroom learning to meaningful contexts.

The Generalization (Pagnilayin) provides opportunities for learners to consolidate important concepts and ideas presented throughout the lesson. It helps learners identify specific examples and relevant information, broaden their understanding of concepts and principles, and apply their learning to new situations. This component reinforces the development of deeper understanding by encouraging learners to reflect on and synthesize what they have learned.

The Post-assessment (Pagtataya) provides an evaluation following the learning experience to measure learners' achievement and assess the effectiveness of the teaching and learning process. Each lesson includes a 10- to 15-item teacher-made test designed to assess learners' understanding of the lesson content. The References (Sanggunian) are provided at the latter part of each learning packet and contain the sources of information incorporated into the material. The Answer Key (Susi sa Pagwawasto), located at the end of each learning packet, provides the correct answers to the objective-type tests included in the material.

Preliminary sections were also incorporated into each learning packet to orient learners and facilitate their use of the material. These sections include the Title Page, Introductory Part, Guide in Using the Learning Packet, and Table of Contents. The inclusion of these preliminary components provides learners with essential information about the learning material and helps them navigate its contents systematically. The Answer Key at the end of the material further supports learners and teachers in checking responses to objective-type assessment activities.

The learning packet is organized into four quarters, with specific topics based on the Social Studies (AP) 7 MATATAG Curriculum Guide. The First Quarter, Heograpiya at Sinaunang Kasaysayan ng Timog-Silangang Asya (Geography and Ancient History of Southeast Asia), includes two learning packets. Learning Packet 1, Heograpiyang-Pantao ng Timog-Silangang Asya (Human Geography of Southeast Asia), focuses on the human geography of the region, while Learning Packet 2, Sinaunang Kasaysayan ng Timog-Silangang Asya (Ancient History of Southeast Asia), addresses the ancient history of Southeast Asia.

The Second Quarter, Kolonisasyon at Imperyalismo sa Timog-Silangang Asya (Colonization and Imperialism in Southeast Asia), consists of three learning packets. Learning Packet 3, Ang Kolonyalismo at Imperyalismong Kanluranin sa Pangkapuluang Timog-Silangang Asya (Western Colonialism and Imperialism in Insular Southeast Asia), addresses Western colonialism and imperialism in insular Southeast Asia. Learning Packet 4, Ang Kolonyalismo at Imperyalismong Kanluranin sa Pangkontinenteng Timog-Silangang Asya (Western Colonialism and Imperialism in Mainland Southeast Asia), focuses on colonialism and imperialism in mainland Southeast Asia. Learning Packet 5, Paglitaw ng Imperyalismong Hapon sa Ika-20 Siglo (The Emergence of Japanese Imperialism in the 20th Century), discusses the emergence of Japanese imperialism during the twentieth century.

The Third Quarter, Nasyonalismo, Kasarinlan at Pagkabansa (Nationalism, Independence, and Nationhood), includes four learning packets. Learning Packet 6, Nasyonalismo at Pagtamo ng Kasarinlan ng mga Piling Bansa sa Timog-Silangang Asya (Nationalism and the Attainment of Independence of Selected Countries in Southeast Asia), focuses on nationalism and the attainment of independence among selected Southeast Asian countries. Learning Packet 7, Mga Hamon sa Pagkabansa ng Pilipinas Matapos ang Ikalawang Digmaang Pandaigdig (Challenges to Philippine Nationhood after World War II), addresses the challenges encountered by the Philippines in nation-building after World War II. Learning Packet 8, Mga Hamon ng Pagkabansa sa Pangkontinenteng Timog-Silangang Asya Matapos ang Kumperensiya ng Bandung (Challenges to Nationhood in Mainland Southeast Asia after the Bandung Conference), examines nation-building challenges in mainland Southeast Asia. Learning Packet 9, Mga Hamon sa Pagkabansa sa Pangkapuluang Timog-Silangang Asya Matapos ang Kumperensiya ng Bandung (Challenges to Nationhood in Insular Southeast Asia after the Bandung Conference), focuses on similar challenges in insular Southeast Asia.

Finally, the Fourth Quarter, Ugnayan ng mga Bansa sa Rehiyon (Relations among Countries in the Region), contains four learning packets. Learning Packet 10, Ang Pagtatag ng ASEAN (The Establishment of ASEAN), focuses on the establishment of ASEAN. Learning Packet 11, Ang Pilipinas sa ASEAN (The Philippines in ASEAN), examines the role and participation of the Philippines in ASEAN. Learning Packet 12, Ang ASEAN at Hamon ng Likas-kayang Pag-unlad sa Pilipinas at Timog-Silangang Asya (ASEAN and the Challenges of Sustainable Development in the Philippines and Southeast Asia), addresses sustainable development

challenges in the region. Learning Packet 13, Kalagayan ng Karapatang Pantao sa Pilipinas at Timog-Silangang Asya (The State of Human Rights in the Philippines and Southeast Asia), focuses on human rights conditions and concerns in the Philippines and Southeast Asia.

Overall, the Competency-Based Learning Packet for Social Studies 7 was designed as a structured supplementary instructional material that responds directly to the competency gaps identified through the needs assessment. Its organization reflects the content and competencies of the Social Studies (AP) 7 MATATAG Curriculum while its sequence of pre-assessment, content presentation, guided activities, application, generalization, and post-assessment provides learners with multiple opportunities to engage with, practice, and reinforce the targeted competencies. The integration of performance tasks, rubrics, individual and collaborative activities, and real-life applications further supports the development of meaningful and contextualized learning experiences. Anchored on mastery learning and scaffolding, the learning packet was therefore designed not only to address identified learning gaps but also to support learners' progression toward competency mastery and greater independence in learning.

3.3 Validation of the Developed Competency-Based Learning Packet for Social Studies 7

This section presents the results of the validation of the developed Competency-Based Learning Packet for Grade 7 Social Studies under the MATATAG Curriculum. The learning packet was evaluated in terms of objectives, content, instructional quality, and assessment. The validation was conducted by a panel of experts composed of the Education Program Supervisor (EPS) for Araling Panlipunan (Social Studies) in the Schools Division of Ilocos Sur, a Learning Resource Management Supervisor from the same division, a Master Teacher in Social Studies with a master's degree, and two faculty members from a higher education institution who teach Social Studies courses. Their evaluations provided evidence regarding the extent to which the developed learning packet met expected standards for curriculum alignment, instructional appropriateness, learner engagement, and assessment.

Table 2. Validity of the Developed Competency-Based Learning Packet for Social Studies 7

Criteria	Mean	DI
Objectives		
The objectives found in the Learning Packets:		
1. provide clear and measurable learning outcomes	4.00	HV
2. consistent with the topics and skills found in the Araling Panlipunan (Social Studies 7 Most Essential Learning Competencies (MELCs)	4.00	HV
3. establishing the concepts intended to teach through enrichment, enforcement, and mastery	4.00	HV
4. promote critical thinking, reflection, and inquiry, which can be effectively fostered through student-centered activities.	4.00	HV
5. logically developed and organized.	4.00	HV
Composite Mean	4.00	HV
Content		
Content is suitable to the student's level of development thereby:		
1. contributes to the achievement of specific objectives of the subject area and grade level for which it is intended.	4.00	HV
2. provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.	4.00	HV
3. free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.80	HV
4. has the potential to arouse interest of the target reader.	4.00	HV
Composite Mean	3.95	HV
Instructional Quality		
In terms of the instructional qualities of the learning packet:		
1. learning objectives are specific, clearly stated and attainable	4.00	HV
2. contents align with the MATATAG Curriculum for Araling Panlipunan 7	4.00	HV
3. provides appropriate depth information suitable for the students' grade level	4.00	HV

Criteria	Mean	DI
4. supports independent learning by providing comprehensive explanations and additional resources	3.80	HV
5. allows students to learn at their own pace	3.80	HV
In terms of actual tasks, the learning activities:		
6. are engaging and motivating the students to participate actively.	4.00	HV
7. have clear directions.	4.00	HV
8. provide examples to concretize the concepts/particularly those drawn from real-life experiences.	3.80	HV
9. students can complete independently, in pairs or in small groups.	3.80	HV
10. allows students to make discoveries and formulate ideas on their own.	3.60	HV
11. guides and challenges students' thinking and learning.	4.00	HV
12. use local dates and situations (interacting with people in the community).	4.00	HV
13. are designed to maintain student interest and engagement.	3.80	HV
Composite Mean	3.90	HV
Assessment		
In terms of student evaluation, the learning packet:		
1. provides exercises, drills, or activities that allows students to use their higher order thinking skills.	4.00	HV
2. assesses understanding of what they have learned and correct errors when appropriate.	4.00	HV
3. monitors their learning and uses feedback about their progress.	3.80	HV
4. formulated in standard test formats to give students practice in test-making techniques.	4.00	HV
5. give clear direction.	4.00	HV
6. provides an answer key (in a separate sheet).	4.00	HV
Composite Mean	3.97	HV
Overall Mean	3.96	HV

Legend: Range of Means Descriptive Interpretation (DI)

3.50– 4.00	Highly Valid (HV)
2.50 – 3.49	Moderately Valid (MV)
1.50 – 2.49	Slightly Valid (SV)
1.00 – 1.49	Not Valid (NV)

3.3.1 Objectives

As presented in Table 2, the objectives of the learning packet were rated Highly Valid, obtaining a composite mean of 4.00. This finding indicates that the objectives were perceived by the validators as clear, measurable, logically organized, and consistent with the topics and skills prescribed in the Araling Panlipunan 7 Most Essential Learning Competencies (MELCs) and the MATATAG Curriculum. The highest possible mean rating across all five indicators suggests strong agreement among the validators regarding the appropriateness of the learning objectives.

The validators specifically confirmed that the objectives provide clear and measurable learning outcomes, are consistent with the prescribed competencies, establish concepts intended for enrichment, reinforcement, and mastery, promote critical thinking, reflection, and inquiry, and are logically developed and organized. The alignment of the objectives with the intended learning outcomes is particularly important in a competency-based learning material because clearly defined objectives provide direction for the selection of content, learning activities, and assessment tasks. Orr et al., 2022 emphasized that learning objectives should clearly communicate what students are expected to know and be able to do and should be behavioral, measurable, and attainable. Such objectives provide a foundation for instructional design by structuring classroom practices and establishing the focus of assessment.

The findings therefore suggest that the objectives of the learning packet provide an appropriate instructional foundation for the development of learners' competencies. Their alignment with the MATATAG Curriculum also strengthens the curricular relevance of the material and ensures that the activities and assessments are directed toward the intended learning outcomes.

3.3.2 Content

The content of the learning packet was likewise evaluated as Highly Valid, with a composite mean of 3.95. This result indicates that the validators found the content appropriate to the developmental level of the intended learners and sufficiently responsive to the objectives of the subject and grade level. The content was also perceived to provide opportunities for the development of higher-order cognitive skills, including critical thinking, creativity, learning by doing, inquiry, and problem-solving.

The relatively high rating across the content indicators further indicates that the learning packet was perceived as appropriate, engaging, and free from ideological, cultural, religious, racial, and gender biases and prejudices. Although the indicator concerning freedom from such biases obtained a slightly lower mean of 3.80, it remained within the Highly Valid range. This finding suggests that the validators generally regarded the material as appropriate and inclusive while recognizing the importance of maintaining sensitivity to diverse learner backgrounds in Social Studies instruction.

The quality and appropriateness of lesson content are important considerations in developing instructional materials because content should not only transmit information but also facilitate meaningful learning experiences. Farhang et al. (2023) emphasized the importance of creating opportunities and facilitating learning through lesson content. Similarly, Gonzales-Ceballos (as cited in Navarro, 2023) stressed that learners should be engaged through activities that are interesting, enjoyable, and challenging to promote deeper understanding and mastery of lessons. The findings of the present validation support these perspectives, as the content of the learning packet was judged to be appropriate for learners' developmental level while providing opportunities for higher-order thinking and meaningful engagement.

3.3.3 Instructional Quality

The instructional quality of the learning packet was rated Highly Valid, with a composite mean of 3.90. This result indicates that the material was perceived to possess appropriate instructional characteristics for Grade 7 learners. Specifically, the validators confirmed that the learning objectives were specific, clearly stated, and attainable; the content was aligned with the AP 7 MATATAG Curriculum; and the information presented had an appropriate level of depth for the intended learners.

The learning packet also obtained high ratings for supporting independent and self-paced learning, with a mean of 3.80 for both indicators. These characteristics are particularly relevant to a competency-based learning material because learners may require varying amounts of time and instructional support to achieve the intended competencies. The learning activities were likewise evaluated positively. The validators rated the activities 4.00 in terms of being engaging and motivating and having clear directions. The activities also received high ratings for providing real-life examples, allowing students to work independently or collaboratively, encouraging discovery and idea formulation, guiding and challenging learners' thinking, incorporating local data and situations, and maintaining learner interest and engagement.

Among the activity-related indicators, the lowest mean was 3.60 for allowing students to make discoveries and formulate ideas on their own; however, this remained within the Highly Valid category. This pattern indicates that the validators generally perceived the learning activities as sufficiently structured to promote participation while also providing opportunities for learner autonomy, collaboration, inquiry, and application.

These findings are consistent with Taz and Minaz (2024), who found that tailored Social Studies activities aligned with students' learning styles significantly improved achievement. The present findings similarly underscore the importance of designing learning experiences that respond to learners' characteristics and provide opportunities for active engagement. Pan (2023) further highlighted that encouraging inquiry, collaboration, and self-expression can foster positive student relationships while strengthening learning motivation and application. The high instructional-quality ratings obtained in the present study suggest that these principles were incorporated into the learning packet through activities that encourage participation, discovery, collaboration, independent learning, and the application of concepts to real-life and local contexts.

3.3.4 Assessment

The assessment component of the learning packet was also rated Highly Valid, with a composite mean of 3.97. This finding indicates that the validators considered the assessment activities appropriate for determining learners' understanding and supporting the assessment of learning outcomes. The learning packet obtained a mean of 4.00 for providing exercises, drills, and activities that allow learners to use higher-order thinking skills; assessing learners' understanding and allowing them to correct errors when appropriate; using standard test formats; providing clear directions; and including an answer key. The indicator concerning the monitoring of learning and use of feedback obtained a mean of 3.80, which likewise fell within the Highly Valid range.

The results indicate that assessment was not treated merely as a means of assigning scores but as an integral component of the learning process. The inclusion of activities requiring higher-order thinking provides opportunities for learners to demonstrate understanding beyond simple recall, while the provision of feedback and opportunities to correct errors can support the development of mastery. This is particularly consistent with the learning packet's grounding in mastery-oriented instruction, wherein assessment provides information regarding learners' progress toward the intended competencies.

Umar (2018) emphasized that students are more likely to achieve a learning goal when they clearly understand the goal and are able to evaluate their own progress toward achieving it. From this perspective, assessment and self-assessment are important components of learning because they enable learners to recognize their progress and identify areas requiring further attention. Feldman (2025) likewise emphasized that assessment is an integral component of the educational process and influences both teaching and learning. She further noted that assessment should focus on meaningful content and reflect equitable learning practices. The high validation rating obtained by the assessment component suggests that the learning packet incorporated assessment features that were considered appropriate for supporting learners' understanding and progress.

Taken collectively, the validation results demonstrate that the Competency-Based Learning Packet for Grade 7 Social Studies was Highly Valid, with an overall mean of 3.96. The four dimensions received the following composite mean ratings: 4.00 for Objectives, 3.95 for Content, 3.90 for Instructional Quality, and 3.97 for Assessment. All four dimensions fell within the 3.50–4.00 range, corresponding to the descriptive interpretation of Highly Valid.

The consistently high ratings across the four dimensions indicate that the learning packet demonstrates strong alignment among its objectives, content, instructional activities, and assessment components. More importantly, the findings suggest that the material was not only aligned with the AP 7 MATATAG Curriculum but also designed to support meaningful learning, learner engagement, higher-order thinking, independent learning, and competency development. The validation results therefore provide empirical support for the appropriateness of the learning packet as a supplementary instructional material for Grade 7 Social Studies.

The validators' qualitative comments further substantiate the quantitative results. Validator 1 emphasized the alignment of the learning outcomes and activities with the AP 7 MATATAG Curriculum:

“The learning material is SMART (specific, measurable, attainable, relevant, and time-bound) in terms of learning outcomes. Activities are aligned with the intended outcomes to each lesson, and it supports the AP 7 MATATAG Curriculum Approach.”

— Validator 1

This observation reinforces the quantitative finding that the objectives were highly valid. It also highlights the coherence between the intended learning outcomes and the activities designed to achieve them.

Similarly, Validator 2 emphasized the organization, comprehensiveness, learner guidance, and potential of the material to support mastery:

“Well-structured and comprehensive! This learning packet effectively comes with the key concepts and provides clear guidance for learners. It also facilitates engagement and support mastery of the subject matter. Excellent resources for both instruction and self-study.”

— Validator 2

The comment directly supports the high rating for instructional quality and reinforces the learning packet's intended role in supporting both classroom instruction and independent learning. The emphasis on guidance, engagement, and mastery is particularly consistent with the learning packet's theoretical foundation and competency-based orientation.

Validator 3 likewise highlighted the clarity, organization, accessibility, and usefulness of the material:

“Contents are clearly stated and engaging. It is well-organized and easy to follow. The learning packets are very informative, easy to understand and helpful for learners in the new AP 7 curriculum.”

— Validator 3

This observation complements the quantitative findings on content and instructional quality. In particular, the validator's emphasis on clarity, organization, and ease of understanding indicates that the material was perceived as accessible to its intended Grade 7 learners and responsive to the requirements of the new curriculum.

Taken together, the validators' comments indicate that the learning packet was perceived as content-appropriate, relevant, well-structured, curriculum-aligned, engaging, and supportive of both classroom instruction and independent learning. The convergence between the quantitative ratings and qualitative feedback strengthens the evidence for the validity of the developed material. The high quantitative ratings were not merely numerical assessments but were accompanied by specific observations regarding the learning packet's alignment, organization, clarity, engagement, and capacity to support mastery.

The findings are consistent with Warsame (2023), who emphasized that effective teaching and learning are closely associated with the availability of adequate learning resources. Textbooks and supplementary materials such as learning packets can support instructional delivery and student engagement, while the quality and accessibility of these resources can influence teachers' capacity to implement lessons and learners' academic progress. In the context of the present study, the high validity ratings suggest that the developed learning packet may serve as an appropriate supplementary resource for addressing the competency needs identified during the needs assessment.

Similarly, Moses and Williams (2024), through their compilation of research on learning resources, highlighted the effectiveness of educational materials in enhancing academic performance. Their findings emphasized that the availability and quality of instructional resources can have a direct and measurable influence on student achievement. High-quality learning resources provide learners with tools and supportive learning environments that facilitate academic success. The present validation results complement

this perspective by demonstrating that the developed learning packet was perceived by experts as possessing the essential qualities expected of a curriculum-support material.

Dakpa (2024) likewise concluded that teaching and learning materials can foster student interaction and participation, thereby contributing to improved learning outcomes. Instructional materials such as learning packets can support and enrich the teaching-learning process by providing meaningful content and structured guidance for both teachers and learners. The high validation ratings obtained in the present study, particularly in instructional quality and assessment, indicate that the developed learning packet embodies these characteristics.

Overall, the validation results indicate that the Competency-Based Learning Packet for Grade 7 Social Studies is highly valid and appropriate as a curriculum-support material under the MATATAG Curriculum. Its strong ratings in objectives, content, instructional quality, and assessment demonstrate alignment between the intended competencies and the material's instructional components. The findings further suggest that the learning packet has the potential to support the mastery of identified competencies, independent learning, learner engagement, and enrichment in AP 7. These findings provide the basis for considering the learning packet as a valid supplementary instructional resource for teachers and learners implementing the AP 7 MATATAG Curriculum.

4. CONCLUSION

Based on the findings of this study, it can be concluded that the development of a Competency-Based Learning Packet for Grade 7 Social Studies under the MATATAG Curriculum was responsive to the identified learning needs of the learners. The needs assessment revealed that 20 of the 23 learning competencies were moderately mastered, indicating the need for further reinforcement and instructional support. These identified competencies served as the basis for developing a learning packet designed to enhance learners' understanding and progress toward competency mastery.

The developed learning packet was aligned with the AP 7 MATATAG Curriculum and organized into four quarters comprising 13 learning packets. Its structured components, including pre-assessment, lesson discussion, learning activities, application tasks, generalization, and post-assessment, provided opportunities for learners to develop, practice, apply, and assess their understanding. Anchored on Bloom's Mastery Learning Theory and Vygotsky's Zone of Proximal Development, the learning packet incorporated structured learning experiences and scaffolding to support competency mastery and the gradual development of learner independence.

The validation results further established the quality and appropriateness of the developed material. The learning packet obtained an overall mean of 3.96, interpreted as Highly Valid, with highly valid ratings for objectives (4.00), content (3.95), instructional quality (3.90), and assessment (3.97). Thus, the study concludes that the developed competency-based learning packet is a highly valid, curriculum-aligned, and appropriate supplementary instructional material that can support the enhancement and mastery of identified competencies in Grade 7 Social Studies under the MATATAG Curriculum.

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COMPETING INTERESTS

The authors declare no known financial or non-financial competing interests. No personal relationships influenced this work.

AUTHORS' CONTRIBUTIONS

CFDGQ designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. JKMR managed the analyses of the study and contributed to the literature searches. Both authors read and approved the final manuscript.

CONSENT

The study was conducted in accordance with Free, Prior, and Informed Consent (FPIC) principles, ensuring that participation was voluntary and free from coercion or undue influence. Participants were adequately informed of the study's purpose, procedures, potential considerations, and their rights as participants. Written informed consent was obtained from all participants before data collection. All consent documents were securely maintained by the researchers in accordance with applicable institutional and ethical requirements.

ETHICAL APPROVAL

The study adhered to the ethical principles of the 1964 Declaration of Helsinki and the relevant ethical guidelines of the institution. Appropriate ethical approval was secured prior to the conduct of the study. Participants' rights, welfare, privacy, and confidentiality were protected throughout the research process. Personal identifiers were anonymized, and research data were securely stored and accessed only for authorized research purposes. The researchers ensured that all procedures involving participants and the collection, processing, storage, and reporting of data complied with institutional ethical standards.

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