



**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
**SCHOOL OF GRADUATE STUDIES**

**SOCIAL MEDIA MEMES AS AN INSTRUCTIONAL TOOL IN TEACHING  
THE CONCEPT OF ECONOMICS TO GRADE 9 STUDENTS OF SANTA ROSA  
SCIENCE AND TECHNOLOGY HIGH SCHOOL AY 2020 - 2021**

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A Master's Thesis  
presented to the  
Faculty of the School of Graduate Studies  
Laguna College of Business and Arts

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In partial fulfillment  
of the requirements for the Degree  
**MASTER OF ARTS IN EDUCATION**  
Major in Social Studies

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By

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Adviser

December 2020



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**APPROVAL SHEET**

This thesis hereto entitled:

**SOCIAL MEDIA MEMES AS AN INSTRUCTIONAL TOOL IN TEACHING  
THE CONCEPT OF ECONOMICS TO GRADE 9 STUDENTS OF SANTA ROSA  
SCIENCE AND TECHNOLOGY HIGH SCHOOL AY 2020 -2021**

prepared and submitted by INNA G. VILLANUEVA, in partial fulfillment of the requirements for the degree, Master of Arts in Education, has been examined and recommended for acceptance and approval for DATA COLLECTION.

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#### ABSTRACT

**Title** : SOCIAL MEDIA MEMES AS AN INSTRUCTIONAL TOOL IN  
TEACHING THE CONCEPT OF ECONOMICS TO GRADE 9  
STUDENTS OF SANTA ROSA SCIENCE AND TECHNOLOGY  
HIGH SCHOOL AY 2020 - 2021

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With the aim to develop a new instructional tool in teaching the concept of Economics to Grade 9 students, the researcher assessed the acceptability and effectivity of using social media memes as an instructional tool in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School AY 20202 - 2021. The researcher used a quasi-experimental design, specifically, pretest-posttest design. The researcher purposively chose 270 Grade 9 students to be the student-respondents and 6 junior high school teachers/personnel to be the teacher-respondents of the study in the said locality. The student-respondents were separated into two groups, control and experimental, which have 135 students each. Both the groups took a 30-item





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pretest. Afterwards, the treatment, which is using social media memes as an instructional tool, was applied to the experimental group. Then, a 30-item posttest was given to both groups after the discussion of the topic. In addition to that, a survey questionnaire was administered to the student-respondents in the experimental group to assess the level of acceptability of the social media memes as an instructional tool. Likewise, a survey questionnaire was administered to the teacher-respondents to assess the problems encountered in teaching the concept of Economics using social media memes.

Results showed that the social media memes as an instructional tool as assessed by the student-respondents in the experimental group was highly acceptable in terms of objective, content, language and style, illustration, organization, and general evaluation. Moreover, there was a greater increase in performance from pretest to posttest in the experimental group compared to the control group. Lastly, the main problem identified by the teacher-respondents was there were not enough resources of social media memes on the internet related to the topic.

Thus, it can be said that the use of social media memes as an instructional tool was acceptable and effective in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School AY 20202 – 2021.

The researcher then developed an instructional tool using social media memes as an output for this study.



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### CHAPTER 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Internet memes have become an enormous hit on social media and have rapidly gained popularity within the internet. It is observed that internet memes spread virally. The youth today who frequently use social media are likely to encounter these different political and social memes.

According to Van Dijk (2014), due to advances in technology affordances, the corporate producers, commonly called “the mainstream media,” are no longer the sole creators of news and entertainment media content. Also, as stated by Jenkins, Ford & Green (2013) and Wasik (2009), in a culture where “going “viral” is a measure of value, content from relatively anonymous or little-known sources can be widely consumed by internet users. However, little is currently known about how different kinds of user-generated media content influence the people who view them, especially when the content deals with real-world issues such as politics and economics— topics that are constantly being discussed in Araling Panlipunan in the Junior High School.

In line with this, Wyer (2014) stated that internet memes are one form of user-generated, digital media content that may have real-world effects to those who view them. Memes, though often light-hearted, referencing pop culture and usually created anonymously by regular people to be circulated online, may influence how people feel





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about different issues. This perception is vital because it affects how people deal with information, especially political ones. It changes what issues they pay attention to, influences how they look for political information, affects how they process that information, shapes how they view the world, and ultimately, can change a range of political activities. Likewise, since students use it, their way of thinking may be affected and later, influence their understanding of certain topics tackled in Araling Panlipunan.

A common form of meme resembles a hastily constructed cartoon, with block text and edited or combined images. This type of meme can be snarky, silly, witty, angry, and poignant in tone, yet this type of visual meme is not a single image. The popular use of the term generally refers to the idea behind a specific collection of texts that are distinct but refer to one another through use of common themes and/or tropes (Shifman, 2014), such as the “one does not simply.” A “single” meme in this sense therefore refers to the range of ways that a given image is combined with text, rather than one specific combination of image and text. Even if a person never views all the different versions of a meme, the meme itself is created with its companions in mind.

Despite the frequent mix of pop culture and politics, memes’ influence as potentially persuasive media has received scant attention from scholars. Two exceptions to this are Milner (2012), who hints at this potential in his work on memes as discourse, and Ross and Rivers (2017), who describe memes’ discourse as a form of political participation.



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Moreover, little current research has approached memes using quantitative methods and it has not been empirically established on how memes affect political outcomes.

Meanwhile, in the K to 12 curricula and in the curriculum guide of Araling Panlipunan in the Junior High School, it was stated that this course uses insights from Anthropology, Political Science, and Sociology to develop students' awareness of cultural, social and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society and politics work; and engage them in the examination of the country's current human development goals. At the end of the course, students should acquire ideas about human cultures, human agency, society and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions.

Thus, the proponent of this research ought to assess the impact of incorporating social media memes in the discussion of the concept of Economics to Grade 9 students. Upon communication with the Araling Panlipunan teacher, it was deemed that students have a little difficulty in grasping this concept. Hence, the proponent of this research aims to help improve students' understanding of the topic using social media memes in the lesson. Similarly, the proponent observed that the Junior High School students of Santa Rosa Science and Technology High School are using memes from social media and their awareness regarding this matter is highly noted. The social media memes have a greater



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impact on how these students think. Since the school is one of the performing high schools in the Division of Santa Rosa City, social media memes might not only affect the development of their higher order thinking skills due to the language orientation but also might greatly influence their academic performance as a whole. While widely disputed in academia, the meme concept has enthusiastically been picked up by internet users. A search of Google Trends suggests a spurt of interest on the subject since data collection began in 2008, and a quick Google query of the term “Internet meme” yielded around 1,550,000 hits (January 4, 2012), many of them leading to large interactive depositories of memetic content. For example, on the popular website Know your meme, “resident internet scientists” appropriately dressed in white coats provide various explanations for the success of certain videos in generating wide attention (<http://knowyourmeme.com>). According to Knobel and Lankshear (2017), the word meme is employed by internet users mainly to describe the rapid uptake and spread of a “particular idea presented as a written text, image, language 'move,' or some other unit of cultural 'stuff'” (p. 202).

Furthermore, Borzsei (2013) states that technological, social, and cultural reasons for the emergence of internet meme culture was so prevalent today. His research focused on remixed Internet memes that are collaborative, absurdist humor in a multimedia form.

Tess (2013) presents a very comprehensive literature review paper regarding the role of social media in higher education virtual and real classes. According to research, Facebook is said to be the most popular social networking site among students as reported



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by some researchers and it reached a one billion user base in October 2012. The main target of this research is to determine whether the use of social media memes in the discussion will help Grade 9 students of Santa Rosa Science and Technology High School to better grasp the concept of Economics.

#### **Background of the Study**

According to Bennett, Freelon & Wells (2010), in our modern media environment characterized by participatory media culture, political internet memes have become a tool for citizens seeking to participate actively and discursively in a digital public sphere. A growing field of research positions memes as a social phenomenon of a modern participatory media culture, which values creative contributions as participation. Internet and other networked communication technologies “allow for multidirectional pathways of user-driven production, consumption, appropriation, and pastiche” (p. 393), and therefore have important implications for civic engagement. The authors listed characteristics of participatory media cultures, including: relatively low barriers to artistic expression and civic engagement, support for creating and sharing those creations, a belief that individual contributions matter, and a degree of social connection with other members in the culture. Additionally, such cultures tend to form in opposition or contrast to traditional one-way mass media formats.

On the other hand, education has been looking for a better innovation in teaching the young children by using the social media such as the social media memes that will



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enable them to be aware of the things around them like politics, relationship with other people, government and economics. Furthermore, millennial teachers must adopt the way of the students nowadays on how they perceive things around them.

Purnama (2017) stated that today's teaching and learning faces more challenges as technology keeps on updating itself. Teachers are expected to adopt as many as possible technology products to push students' engagement in classroom activity. Utilizing technology products may help teachers to decrease students' boredom inside the classroom since it proposes a replacement reasonable activity. The main purpose is to form a pleasing teaching and learning environment and to trigger students to be creative. By highlighting youths' characteristics that tend to be visual and smitten by rapid information, memes and Instagram is also used to develop an innovative teaching and learning process.

When we go back twelve or thirteen years earlier, it absolutely was acceptable among us to be unequipped with technology, like itinerant latest products. We were certainly fine if we did not acquire any contact with technology for days. But now, reality speaks differently. Most of the people experience similar phenomena. Hence, teachers who cannot adapt to this change and don't speak the language of their students would be surely alienated.

As a result, this proposed study would like to determine how social media memes affect students' critical thinking skills. The researcher has taken a cue from economics research that primarily examines the mediated message in media for their content and tone



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and their effects on viewers, specifically the learners. Economic entertainment research suggests that light-hearted media content can influence people's economic understanding and decision-making. Humorous media, especially when it is satirical or parodying, can influence learners' perceptions and even their academic performance, Eveland, (2013) explained further.

With this regard, the Grade 9 students of Santa Rosa Science and Technology High School are inclined when it comes to social media memes. Students can discern to whatever is being given to them. For the record, Santa Rosa Science and Technology High School is a center of excellence school in the Division of Santa Rosa City wherein students are being chosen in terms of their scholastic records. They need to undergo STENEX and need to pass this entrance examination and the final interview for them to be considered in the school. With this, only those outstanding students in academics are being accepted. They are explorers specifically on social media sites. Thus, since social media memes are very rampant in the different sites as such Facebook, Twitter, Instagram and the like, the proponent of this study will design teaching innovation using social media memes to improve not only the academic achievement of the Grade 9 students specifically in Economics in Social Studies but also developing their higher order thinking skills.

Hence, the main focus of this study is more on the academic achievement of the Grade 9 students of Santa Rosa Science and Technology High School using the social

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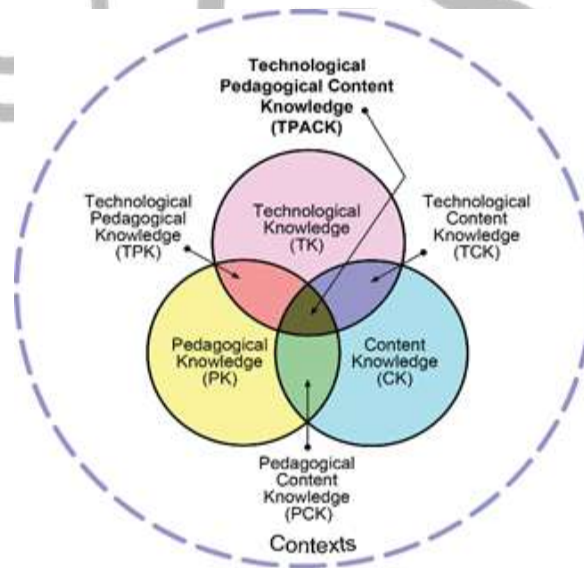
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media memes as an instructional tool in teaching the concept of economics in Social Studies subject.

### Theoretical Framework

The following conceptual frameworks were situated strategically within two of the dominant theoretical frameworks for technology and through the use of social media memes in the classroom as an instructional tool for the students:

The first model considered was the TPACK model. It was designed to emphasize the interplay between technological, pedagogical, and content knowledge.



**Figure 1.1: The TPACK Model**



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According to Mishra & Koehler (2009), these knowledge bases necessarily overlap and the best teachers are those who have a nuanced understanding of this relationship. TPACK is built upon the belief that technology, in some form or another, is all but required in the educational world. Using technology well is not something that comes easily to everybody; “when technology integration is working well, effective teaching represents a ‘dynamic equilibrium’ between content, pedagogy, and technology such that a change in any one of the factors has to be compensated by changes in the other two”

Successful delivery of the module described in this project requires a good balance of the TPACK knowledge bases: Content knowledge – how memes work, cultural references, humor, sarcasm, irony, linguistic patterns, research skills, social uses of memes; Technological knowledge – how to make memes using online meme generators, how to share memes in social media, how to find memes online, how to make memes using original art; and Pedagogical knowledge – how to teach students to decode memes, how to explain culturally-based humor, how to explain ungrammatical language, how to provide scaffolded support for understanding and using memes, how to use reflections to reinforce learning, how to support integrated language learning in all four skill sets (reading, writing, listening, speaking), how to deliver task-based curricula.

Clearly, to succeed in one of those areas, the teacher must be competent in other two. Focusing on just one or two of these knowledge bases will render the project ineffective. The module requires that the teacher have good knowledge about memes, the





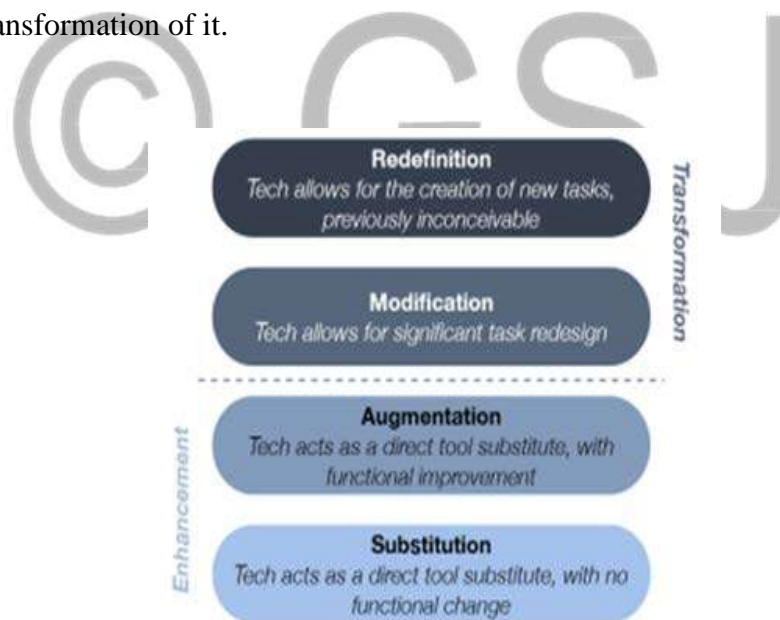
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technological competency to work with them, and the pedagogical skills to apply their study to language learning. Indeed, the importance of the technological aspect cannot be understated, as is demonstrated with the other theoretical framework, SAMR.

Another theory considered was the SAMR or The Substitution, Augmentation, Modification, Redefinition (SAMR) model, developed by Ruben R. Puentedura, (2009). He considers this model where a learning activity falls along a spectrum of possible interactions with technology. The SAMR model comments on the kind of impact that technology has on the learning task, suggesting a hierarchy that flows from enhancement of learning to transformation of it.



**Figure 1.2: SAMR Model**



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From the works of Romrell, Kidder & Wood (2014), the module described in this project can best be described as an example of the highest level of the SAMR model, redefinition. The redefinition category can be characterized as tasks in which “the technology allows for the creation of tasks that could not have been done without the use of the technology”

This project is integrally related to the using, making, and sharing on online memes and the tasks themselves are inconceivable without the support of the related technology.

Thus, it is demonstrated both with the use of the TPACK and the SMAR models that the project “Using, Making, and Sharing Memes Online for English Language Learning” is grounded in current educational theory, designed to make the best possible pedagogical use of task-based language learning using technology.

Hence, the above theories regarding the social media memes and technology have something to do with this study. They were the major bases to prove whatever the results of this endeavor.

#### **Paradigm of the Study**

The goal of the study was to assess the effectivity and acceptability of social media memes as an instructional tool in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School, Division of Santa Rosa City, AY 2020-2021.

Presented below are the conceptual model and framework of the study:



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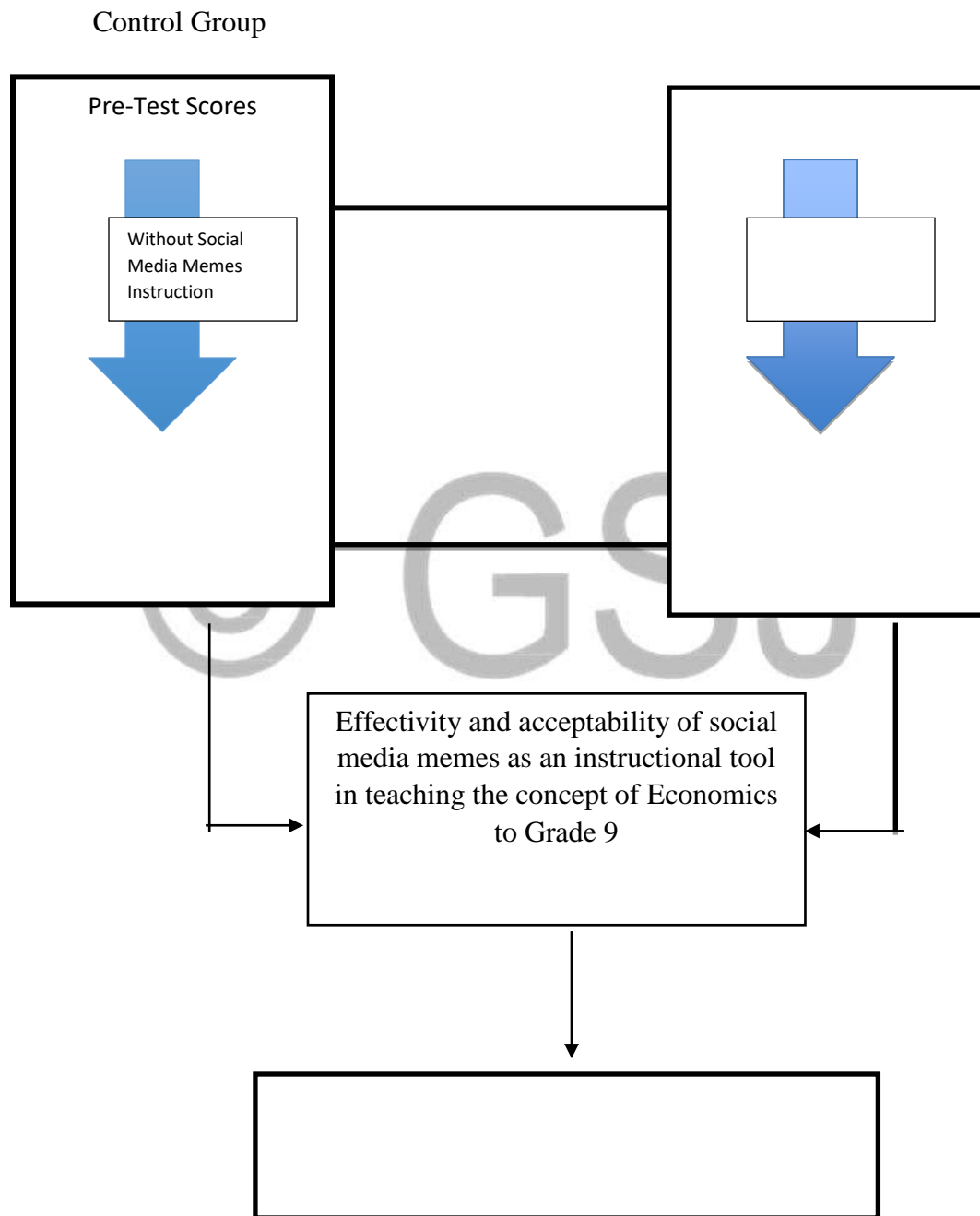
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Figure 3 shows the overview of the study. In order to assess the effectivity of social media memes as an instructional tool in teaching the concept of Economics, the performance of the students was considered. The researcher wanted to know if their performance were affected by the mode of instruction (with and without social media memes). The first frame shows the flow for the control group while the second frame shows the flow for the experimental group. Both groups underwent pre-test and post-test, but it was only the experimental group which received the treatment (instruction with social media memes). After administration of the post-test, the effectivity and acceptability of social media memes as an instructional tool were assessed using the gathered data from the pre-test and post-test and the responses to the questionnaire. Lastly, based from the results of the study, the researcher proposed an instructional material with social media memes that can be used to enhance students' academic performance in Economics.

As illustrated in the figure, the research applied the quasi-experimental based on classroom research design which focused on the effectivity of social media memes as an instructional tool in teaching the concept of Economics.

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**Figure 1.3 Research Paradigm**



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#### **Statement of the Problem**

The aim of this study was to assess the effectivity and acceptability of social media memes as an instructional tool in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School, AY 2020-2021.

The proposed study sought to answer the following questions:

1. What is the level of acceptability of social media memes as an instructional tool as assessed by the student respondents in the experimental group in terms of:

1. 1. Objective;
1. 2. Content;
1. 3. Language and Style;
1. 4. Illustration;
1. 5. Organization; and
1. 6. General Evaluation?

2. What is the performance of the student-respondents on the pretest in the:

- 2.1. Control Group
- 2.2. Experimental Group



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3. Is there a significant difference between the mean scores on the pretest of the control group and experimental group?

4. What is the performance of the student-respondents on the posttest in the:

4.1. Control Group

4.2. Experimental Group

5. Is there a significant difference between the mean scores on the posttest of the control group and experimental group?

6. Is there a significant difference between the mean scores on the pretest and posttest of:

6.1 Control Group

6.2 Experimental Group

7. What are the problems encountered as assessed by the teacher-respondents in teaching the aforementioned topic to the students in relation to social media memes?

8. Based on the result of the study, what instructional materials using social media memes may be developed to enhance students' academic performance in Economics?

### **Hypotheses**

The researcher was guided by the following hypotheses:

1. There is no significant difference between the mean scores on the pretest of the control group and the experimental group.



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2. There is no significant difference between the mean scores on the posttest of the control group and experimental group.
3. There is no significant difference between the mean scores on the pretest and posttest of:

3.1. Control Group

3.2 . Experimental Group

#### **Scope and Delimitations of the Study**

This study covered the assessment on the use of social media memes as instructional material or tool in teaching the concept of economics to Grade 9 students of Santa Rosa Science and Technology High School, AY 2020-2021.

The Grade 9 students and teachers were considered as target population in which a stratified random sampling was applied. The respondents were composed of selected Grade 9 students and teachers in Santa Rosa Science High School in the Division of Santa Rosa City. The current year of study was limited only to Academic Year 2020-2021. Also, this study was only limited to measuring the social media memes effects on the cognitive skills of the students. It did not aim to provide an explanation on the effects of other things found in the social media that might affect students' learning. Its only focus was social media memes. Furthermore, the study did not measure the effect of social media memes on the affective domain of learning. Therefore, findings of the study were true only for the subject



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concerned and for the given period of time, although findings' in this study could be used as basis for similar studies and future research.

#### **Significance of the Study**

This study was anticipated to contribute additional information to serve the following individuals and organization.

**Department of Education.** The results of the study provided the department particularly to the basic education department of a substantial research result that will give them tangible data that can be one of the benchmarks for their future plan to look at social media memes as an effective instructional tool in the academic achievement of the students and implement such national policy regarding this matter. Through this study, it can such be a big help to the educational managers in their evaluation process of instructional procedures and a benchmarking to have a new ideas and innovation towards a better quality of education in their own school respectively by utilizing and integrating social media memes as one of the instructional tool in all subjects.

**Educational Institutions.** It also gave broader ideas and innovations for both basic and higher education institutions to enable them to bridge the gap in the declination of achievement ratings of the Filipino learners as revealed by the National Standardized Assessments in the evaluation of competencies and proficiencies of the Filipino students





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particularly in English, Mathematics and Science and other subjects like Social Studies. In addition, this study may enhance teachers' ideas about the instructional tool to be used to increase the academic achievement of their students.

**Education Curriculum and Program Planners.** They can use the findings of this study and amend the existing policy in terms of instructional tools being used in the classroom.

**General Public.** People who are not in the academe can gain a better understanding about social media memes and will not regard them solely for humor.

**Online Marketing.** This can be a key to an effective meme for any business to find the right image to use. It can be an image of a product or service they offer or a spin on a popular meme to gain customers and possible profits.

**Parents.** They are the partners of the teachers in terms of educating their children. The result of the research gave them the opportunity to enhance the education of their children particularly helping their kids in the use of social media memes as a tool to enhance their children's higher order thinking skills.

**Society.** Memes have an important role in society: to unite people of different groups together and increase awareness to issues using humor in an easy-to-spread format.

**Students.** The most important factors in the existence of educational system in terms of acquiring the necessary skills for them to be well-equipped and prepare them not only as future workforce of our country but also the main reasons why the Department of



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Education is continuing to study and research all the possible innovation in the teaching-learning process to achieve a genuine and quality education in our country.

**The Researcher.** Results of the study can be used by the researcher herself in conducting further studies, developing teaching strategies and designing instructional tools.

**Future Researchers.** Results of this study can be used by future researchers who would like to conduct further study about social media memes and student's academic performance.

**Social Media Meme Creators.** Feedback can be sent to those who are creating these social media memes and thus may help them enhance their creation to make them more suitable for academic use.

#### Definition of Terms

For better understanding and interpretation of this study, the following terms were operationally defined.

**Academic Performance.** This refers to the GPA or General Point Average of the students as academic achievement in the classroom of the Grade 9 students of Santa Rosa Science and Technology High School both in the pre-test and post-test.



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**Acceptability.** This refers on how the Grade 9 students of Santa Rosa Science and Technology High School accept social memes in terms of their academic performance.

**Content.** This refers to the state of satisfaction of the Grade 9 students of Santa Rosa Science and Technology High School regarding the social memes.

**General Evaluation.** It refers to the significance of the social memes as a whole on how it helps students develop such as idea in line to their academic performance.

**Illustration.** This refers to the figure, picture, graphic and among others which is being used in the social memes and as an example serving to clarify or prove something.

**Instructional Materials.** This refers to the teaching materials being used inside the classroom as an aid to enhance the performance of the students.

**Language and Style.** This refers to the words and how it is being used in the social memes to develop understanding to the readers.

**Objective.** This refers to the purpose of the social memes in terms of the academic performance of the Grade 9 students.

**Organization.** This refers on how the words and illustration of social memes being arranged to develop such ideas.



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**Social Media Memes.** This refers to the concept or idea that spreads “virally” from one person to another via the Internet which can be used as instructional tool of the teachers of Santa Rosa Science and Technology High School, Division of Santa Rosa City.

**Students.** This refers to the Grade 9 students of Santa Rosa Science and Technology High School under the K to 12 curriculum in the Department of Education.

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#### CHAPTER 2

##### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents different reviews of the literature on the social media memes as an instructional tool in the teaching-learning process in the classroom. Journal articles, studies, books, and professional literature will be included to address the topic of this study on the social media memes as an instructional tool in teaching the concept of economics to Grade 9 students of Santa Rosa Science and Technology High School, AY 20202-2021.

##### **Memes: Its Historical Perspectives**

The story of memes has been crucial to the understanding of digital culture, and not only as characteristics of an internet subculture, but as a cultural artifact that is gaining new meaning and function as it is breaking more and more into the mainstream. Borzsei (2013) stated that the technological, sociological and cultural reason for the emergence of internet meme culture was so prevalent today.

According to Hiskey (2012), Richard Dawkins, an English evolutionary biologist coined the word “meme” in his 1976 book, *The Selfish Gene*, where he stated his hope of the word being used as a unit of human cultural transmission, sort of a melody, fashion or catch-phrase as the idea evolves along time

As written, Dawkins (2016), in “*The Selfish Gene*,” in the 11<sup>th</sup> chapter of the book, an obscure word was used that was not in the dictionary leaving a big question mark. It has



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been defined as a replicator and as a noun conveying the concept of an imitation device. This derives from the Greek word “Mimeme” but has been turned into a monosyllable sounding like “gene.” The word meme has been described as a cultural heritage unit that is anything that is replicated, imitated, and spread like a virus. It has also been linked to a gene that propagates myth, instead of jumping from body to body, by leaping from brain to brain and considered as a living structure.

Furthermore, “meme” is a neologism as coined by Richard Dawkins in his book *The Selfish Gene*. It was used to describe “self-reproducing ideas” that are transmitted in a non-genetic fashion. Examples of memes, in the traditional sense, can be found in culture, religion, and ideologies. Memes are studied through memetics, which branches off into fields such as memetic engineering. Memes, both in the traditional definition and in the modern definition, significantly impact society and even in the educational system.

In addition, Blackmore (2014) said that the term “meme” is appropriated from Richard Dawkins’ coined word for a unit of culture passed on by imitation. In Dawkins’ view, nearly everything cultural – from architectural styles to the “Happy Birthday song” – is a meme. Blackmore (2014) took this even further by claiming that humans are essentially passive vessels through which memes replicate.



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#### **Memes in the World of Social Media**

However, the word as it has come to be applied to a specific type of internet ephemera, implies human behavior that is far from passive. Internet memes can take many forms, including – but not limited to – still images that resemble editorial cartoons and parody videos of the latest hit pop song. Shifman (2014) proposes that internet memes be defined as distinct from other memes. Specifically, internet memes are: A group of digital items sharing common characteristics of content, form, and/or stance, which were created with awareness of each other, and were circulated, imitated, and/or transformed via the Internet by many users.

Wiggins and Bowers (2015) stated that with foundations in the evolutionary work of British biologist Richard Dawkins and situated at the nexus of language, society, popular culture and communication science, internet memes represent “artifacts of participatory digital culture”

In other words, an internet meme consists of many texts or items that are united by a common theme or trope. The individual examples of a meme reference one another and are constructed out of references to other media content from pop culture or the news. Shifman (2014) has proposed that internet memes are uniquely suited for study from a communication-oriented perspective because of the connection memes make between individuals and collective efforts and media content. Shifman (2014) argued that “in an era marked by ‘networked individualism,’ people use memes to simultaneously express both



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their uniqueness and their connectivity” (2014). Humor, as expressed through these creative practices of imitation and transformation, is central to many memes.

From the works of Kuipers (2002), Knobel & Lankshear (2007) and Milner (2012), another to consider for the purpose of this study is that a growing field of research has examined the internet meme separately from other memes and demonstrated that these internet memes have implications for identity building, public discourse, and commentary. Memes have been considered as public discourse (Milner, 2012), for their functions as rhetoric (Anderson & Sheeler, 2014), and for their memetic qualities (eShifman, 2014). This scholarship has tended to focus on the reasons people create and share memes, rather than why people view memes. However, based on interviews with LOL cat meme sharers, Miltner (2011) suggested that some memes are shared to express emotions.

In addition, social media memes can be considered a sign of a word, a sound, or a visual image, which stands for something else. According to Ferdinand de Saussure, a European linguist, a sign has two components: the signifier (the word, the sound, or image) and the signified (the meaning or the concept the signifier represents). Whereas any text can represent something as what semioticians claim, internet memes are among the texts that are packed with signs (both visual and linguistic) making them excellent objects for semiotic analysis.

According to Davison (2012), an internet meme has three components: the manifestation which is the physical observable object (image, skill, audio, etc.) that is





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created; behavior which is the act of creating or performing the meme, and the ideal which is the “concept or ideas conveyed.” Two of these components resemble the two basic parts of de Saussure’s sign system, the signifier and the signified (a detailed discussion is given in the next section). Manifestation resembles Saussure’s signifier and ideal resembles the signified. Korff (2014) mentioned that the process of performing the meme is taking a picture of a person or thing and adding a caption to it.

According to De Leon (2017), since the discovery of internet in 1983, technology has played a larger part in humanity, particularly in the field of communication. Fast forward in 2017, the sprouting of many social media sites on the internet have paved way for faster communication and information dissemination. Since then, the debate of whether or not culture is a by-product of technology or vice-versa has been discussed throughout many forums and formal discourse. Despite the on-going debate, it cannot be denied that the internet has produced various by-products resulting into a formation of post-modern cultures, stemming from technology itself. Today, the “meme” culture is on the rise as millions of netizens are engaging in its use.

#### **Usage of Social Media Memes**

From the works of Milner (2012), Milner (2013) and Shifman (2014), research has demonstrated that people use memes to contribute to public conversations about political events going on in the world around them. Kwoh (2012) stated that when considering



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memes as a form of user-generated political communication, it is helpful to turn to political science scholarship on the public sphere to place memes in context.

Subsequently, according to Bennett, Freelon & Wells (2010) and Williams (2012), internet meme scholarship thus far has framed memes as a product of participatory media culture, in which individual contributions are highly valued. This research is related to work on the public sphere in that both are concerned with how individuals engage with one another, but participatory media culture emphasizes user-generation of media content as opposed to rational debate as the mechanism for that connection.

At this point, in scholarly research, memes have largely been studied by examining their creators and characteristics. However, this focus limits what one can know about memes' effects on those who view them. Scholarship on social media use and user-generated content can provide some enlightenment here; however, it is important to note that memes themselves are not social networks, which is the focus of much social media research. Still, the scholarship on participatory media culture and related concepts such as pop culture and "prosumers"—people who both generate and consume media—are helpful for understanding changes in the media environment of which memes are representative.

Some memes research like those of Helmers & Hill (2004) and Kjeldsen (2016) have described memes as discourse (Milner, 2012). Additionally, theories of visual communication rooted in rhetoric demonstrate that visual texts can be used to convey or contain specific arguments. Because memes are highly visual and intertextual, meaning



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they reference multiple texts and events (D'Angelo, 2019), the visual communication literature is helpful for understanding how these qualities of memes work together to make memes persuasive political communication, or discourse. Like other forms of visual political communication, such as political cartoons, memes contain visual arguments that viewers can perceive and that may influence other types of political participation.

The discourses of memes often combine pop culture with politics and are likely to be consumed as entertainment. Research on political entertainment (e.g., Baumgartner & Morris, 2006; Becker, 2011; Kushin & Yamamoto, 2010; Taniguchi, 2011; Tisinger, 2010) has demonstrated effects on a variety of outcomes, including knowledge, perceptions, beliefs, and attitudes regarding political issues, figures, and institutions, as well as on measures of efficacy and trust. A subset of this literature demonstrates that political satire—including that in digital formats—can influence perceptions of and feelings toward political actors. Overall, the political entertainment literature suggests that entertainment is serious business when it comes to effects on viewers.

In addition, according to Roskos-Ewoldsen, Davies, & Roskos-Ewoldsen (2014), political entertainment has also been shown to shape viewers' mental models about politics. Mental models are representations of people's general ideas of how specific phenomena work, and are continually updated as the individual encounters additional information.

Another work by Guadagno, Rempala, Murphy, & Okdie (2013) stated that emotion may also be an important motivator for sharing memes. A foundation of research has been



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laid for meme scholarship that gives clues about memes' qualities, their importance within a media culture, and memes' uses and functions within that culture. Thus, some cultural consequences or impacts of memes have been established in the literature. What this research does not tell us, however, are the effects or influential outcomes of these memes, particularly on the audiences who view them.

Before continuing further, it is useful to explicate what is meant in the present study by a political internet meme, as not all internet memes are political. Bauckhage (2013) defines political memes as those that are activists, intending to "promote political ideas or malign political opponents." For the purposes of the present study, political memes will be further defined as those specifically and clearly depicting or referencing known political figures—elected officials, candidates, political parties, iconic government buildings—or specific actions or policy issues of the executive, legislative, or judicial branches of federal or state government within the United States—such as the 2013 government shutdown, or specific legislation ("Obamacare") or social policies that result in legislation (welfare).

According to Bennett, Freelon & Wells (2013), a growing field of research positions memes as a social phenomenon of a modern participatory media culture, which values creative contributions as participation. Furthermore, Bennett, Freelon and Wells (2013) noted that the internet and other networked communication technologies "allow for multidirectional pathways of user-driven production, consumption, appropriation, and pastiche" and therefore have important implications for civic engagement. The authors list



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characteristics of participatory media cultures, including: relatively low barriers to artistic expression and civic engagement, support for creating and sharing those creations, a belief that individual contributions matter, and a degree of social connection with other members in the culture. Additionally, such cultures tend to form in opposition or contrast to traditional one-way mass media formats.

However, in some political science research on participation (Mutz, 2006; Wyatt, Katz & Kim, 2000), certain citizen activities such as voting or attending a rally are characterized as being different from discursive activities such as everyday talk. Additionally, Gustaffson (2013) stated that online forms of participation including clicking, liking or tweeting via social media are also framed as separate from—and at times less valuable for democracy than—their offline counterparts. Shifman (2014) said that memes may challenge these distinctions, as current meme research suggests that memes can be a discursive form of political participation that occurs alongside or concurrently with offline political movements or events. The literature on political participation, especially as it relates to social media use, is helpful for understanding how these concepts have traditionally been used in the literature and for highlighting where memes may challenge them.

Kim (2017) concluded that just like how propaganda heightened emotions of patriotism during World War II and how counterculture in the sixties moved away from the Cold War, memes are steering today's political atmosphere, especially for younger



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generations. Just as primary documents from the Cold War were presented to students in an Advanced Placement exam for the U.S. History, so too many internet memes will take their place within decades.

According to Stoddart (2007), as internet memes are produced by the masses, they represent popular culture products. Popular culture is related to Gramsci's concept of hegemony. Hegemonic power works to "convince individuals and social classes to subscribe to the social values and norms of an inherently exploitative system." For example, in his study *Meme World Syndrome: A Critical Discourse Analysis of the First World Problems and Third World Success Internet Memes*, Chandler (2013) identified several binary oppositions between the meme series that indicated ideological beliefs about the nature of wealth disparity and inequality. He then suggested how the internet memes can be used "to challenge existing power relations and better represent disenfranchised and dominated groups." Similarly, in her study, *The Role of Internet Memes in Public Discourse on the 2013 Pork Barrel Case in the Philippines*, Varona (n.d.) stresses that through the memes, the people ("whether producers, re-mixers, 'likers,' 'forwarders,' or 'commenters'") could freely criticize the "rich and powerful" allowing crowded or muted voices of the masses to be heard enabling them to participate in public conversation.

In addition, social media memes can be considered a sign of a word, a sound, or a visual image, which stands for something else. According to Ferdinand de Saussure, a European linguist, a sign has two components: the signifier (the word, the sound, or image) and the



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signified (the meaning or the concept the signifier represents). Whereas any text can represent something as what semioticians claim, internet memes are among the texts that are packed with signs (both visual and linguistic) making them excellent objects for semiotic analysis.

According to Davison (2012), an internet meme has three components: the manifestation which is the physical observable object (image, skill, audio, etc.) that is created; behavior which is the act of creating or performing the meme, and the ideal which is the “concept or ideas conveyed.” Two of these components resemble the two basic parts of de Saussure’s sign system, the signifier and the signified (a detailed discussion is given in the next section). Korff (2014) stated that manifestation resembles Saussure’s signifier and ideal resembles the signified. The process of performing the meme is taking a picture of a person or thing and adding a caption to it.

And lastly, Gates (2017) concluded and said that the town square for the global village of tomorrow seems to be what the internet is slowly turning out. Memes are a global phenomenon that only few researchers are looking into but internet memes hold the potential of shaping and influencing public opinion. They can be utilized as instructional tool and can be useful to change the perspective of the people by its content and pedagogy as well.



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#### **Humor and Social Media Memes**

According to Ziegler (2019), humor is understood to reduce anxiety and stress, build confidence, improve productivity, heighten interest, reduce boredom and encourage divergent thinking, yet it has been difficult to establish positive value for humor in helping student learning

Thus, the present study explored the lived experiences of teachers in the use of humor in a class of 21<sup>st</sup> century, particularly in the use of memes.

On the other way around, Sliter et al. (2013) stated that humor is thought to be a useful way to cope with stress and burnout. Humor can act as a buffer between the traumatic stressor and PTSD or burnout as the researchers claim. The researchers have found that firefighters often use dark humor.

According to a study on the memes conducted by Anasih and Kariko (2019), self-reflective memes are the most widely used memes since they are funny and people can relate easily to their content. Dark memes connect with people who have experienced the situation and are experiencing the same situations amidst making fun of it. About 47 percent of the respondents said that looking at the memes helps with their anxiety attacks and depression symptoms. They explained further that the memes can make the students cope up by laughing at their problems through satire and relatability.





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As Ask and Abidin (2018) concluded in their research on self-deprecating humor, students create a competitive one-downmanship reverse-attention culture, where the aim is to demonstrate humorous embarrassment rather than perfect appearance. Students use humor to communicate, relate and be compassionate about day-to-day challenges, but they also encounter the issues of work / study balance and mental health as a constant aspect of student living. The shortcomings of meme-based viewers, emphasizing processes of inclusion and exclusion through unique vernaculars of visual and discursive humor where gender, race, sexuality, class and ability issues are overlooked in favor of relatable humor. As stated by Albal (2017), dark memes contrast the humor of older generations and they think this is the reason why younger people tend to have more problem. Yet, in fact, dark memes help teenagers nowadays as these are their coping materials against stress.

In the affirmation of the memes being used, DiSalvo (2017) stated laughter has many effects in our bodies. One of the factors that makes our body feel good is that it produces endorphins. Laughter has an antidepressant-like effect. Laughing activates the release of the serotonin neurotransmitter, the same brain chemical that is affected by the most common antidepressant types, SSRIs. It's not clear from the research how long this effect sticks around, but the laughing as triggers of burst of brain activity is undoubtedly potent, at least for short periods. Laughing is contagious and allows people to bond with each other socially, when someone laughs the other will also laugh without knowing what they laugh at.



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In the contrary regarding the memes, according to Drury (2019), EMS workers continue to face higher burnout rates than people in related professions, which increases their risk of making mistakes, engaging in safety-compromising behaviors, and hurting themselves. Memes that discussed burnout usually referenced non-traumatic causes as the cause of burnout, and that such memes would also contribute to discussions that would allow EMS workers to share their experiences. Internet memes can provide a way for EMS staff to express their feelings anonymously and through a humorous facade, and can also let other people who may experience similar experiences know they are not alone.

Through making humorous topics about their issues, patients may better understand their conditions. A patient must first examine and appreciate their dilemma, to create humor about their situation. It helps patients to examine their external conditions, Joshi, (2018) contradicted the ideas above-mentioned.

#### **Humor in Learning**

Classroom activity can be stressful as it is and teachers put up a lot in order to make learning happen in spite of this. According to Stebbings (2015), in the classroom, any form of humor, whether introduced by the teacher or the pupil, could potentially provide social comic relief. Also, as stated by Torok, McMorris, & Lin (2013), humor, if appropriately used, has the potential to humanize, illustrate, defuse, encourage, reduce anxiety, and keep people thinking



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Likewise, as stated by Friedman, Friedman & Amoo (2012), humor can create a positive learning environment, reduce the stress of both teachers and students, improve communication between students and the teacher, and can increase the amount of information absorbed by students

Humor has psychological, social, and cognitive (educational) benefits. Humor has the power to make instructors more likable, approachable, facilitate comprehension, increase attentiveness, improve creativity, and promote social relationships. Humor is an appreciated teaching tool for instructors to facilitate student learning if it will be used appropriately, constructively, and moderately.

Research(Ashipaoloye, 2013) has revealed that humor plays a significant role in building a harmonious relationship between teachers and students . On the other hand, Garner (2005) argued for the use of humor as a pedagogical tool that enhances learning and creates a more positive classroom atmosphere. Analogy and metaphor improve understanding and retention of material. Humor as a pedagogical tool can be like walking on a tightrope. Poirer & Wilhelm (2014) stated that if done well, it could enhance learning or at the very least make learning more fun.

Let us also consider the study of Rosegard and Wilson (2013) who stated that provided empirical support that implementing a hook, trigger, attention getter/grabber, and/or anticipatory set enhances learning and memory through increasing arousal (decreasing boredom) and focusing attention. Moreover, Stambor (2016), research and



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studies suggest that humor produces psychological and physiological benefits that help students learn. Then, according to Weimer (2014), research also establishes that humor helps individuals cope with stress as it relaxes them

To many researchers (Garner, 2012) who have identified and confirmed that educators who use humor in their instruction are more positively rated by their peers and their students; others have suggested that humor may enhance learning. Ziv (2014) stated the group studying with humor had higher scores on the final exam. In Neulipa, published online, May 18, 2019, curiously enough, studies indicated that high school teachers generally use less humor than college teachers, perceive college teacher humor as appropriate, and use humor as a learning facilitator rather than a learning strategy

Subsequently, it can be manifested that humor can also pique students' interest outside the classroom. Shatz and LoSchiavo (2015) found that when a teacher inserted self-deprecating jokes, psychology-related cartoons and top 10 lists in an online introductory psychology course, their students more often logged on to the online system Blackboard and were more likely to enjoy the class.

Kaplan and Pascoe (published online by American Psychological Association, 2015) studied further the effect of humor and humorous examples on the comprehension and retention of lecture material. A test of comprehension and retention was given twice: immediately after the lecture and 6 weeks later. Immediate comprehension was not facilitated by the use of humorous examples. Upon retesting, however, retention of concept



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has significantly improved by viewing a lecture with humorous examples illustrating concepts.

#### **Education and Social Media Memes**

According to Moeller & Reitzes, (2015), the conduct of education in this 21<sup>st</sup> century has been witnessed with a paradigm shift from face-to-face teaching environment to a more technology-based learning environment. The advancement of ICT has influenced the development of education. For example, interactive multimedia learning applications were introduced to the classrooms. Blended learning and distance learning which involve web-based learning were implemented. With these new applications and learning platforms, students are exposed to a more student-centered learning experience. Debevec et al., (2016) posited “the use of computer-based technology in high school has dramatically increased to include emerging technology for visual presentation, simulation, accessing course materials and World Wide Web resources, and interactivity”.

To elaborate more regarding the social media memes, Pew Research Center’s findings display that 95 percent of the teenagers now report they need a smartphone or access to one so owning a smartphone now seems to be an almost ubiquitous component of stripling life. As a result, this connectivity amplifies non-stop online activities among the teenagers for 45 percent of them say they are online on a near-constant basis.



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On the idea of authors Lei, Cohen and Russler (21010) in which they have compounded regarding the use of social media memes as a tool in teaching, the most effective instructors are those who engage their students in creative and interesting ways.

Another idea to ponder regarding the effectiveness of social media memes as instructional tool in the classroom is the test and survey made by Henderson (2015). Results showed that retention was strongest in the lectures with content-related humor, and that students reported more enjoyment in the experience. In the study made by Wanzer and Frymier (2015), results indicated that a high humor orientation (HO) was associated with increased student perceptions of learning. It was also found that high HO students reported learning more with a high HO teacher. In a similar study, Alkhatab (2012), suggested that using humor in nursing classrooms increases nursing students' information retention and increases their attention. Powell & Andresen (2016) stated these indicate that humor, provided it is not used in excess, can increase attention and interest and helps illustrate and reinforce what is being taught. Consistent with IHPT idea (Wanzer, Frymier & Irwin, 2013), related humor (an appropriate form of instructional humor) was positively associated with student learning, while inappropriate forms of humor (other-disparaging and offensive humor) did not correlate with student learning.

On the other hand, according to Laurillard (2013), on the use of conventional teaching or traditional teaching which refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom, instructors initiate



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discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams.

As stated by Chang, et al. (2010), technology in education is not something new in today's classrooms but many education systems are still limited by conventional teaching and learning methods. Weimer (2012) stated that many teachers are still teaching their students in the same manner as how they were taught and how their own teachers were taught, not much of progress in terms of the teaching perspectives. According to Salajan (2013), transformation to less conventional methods of teaching results in fear and reluctance from teachers, who find the change hard and risky. Other studies like Weimer, (2012) noted that many teachers are still using conventional teaching and have noted that in conventional teaching classrooms, while the lecturer is explaining and writing on the board, students will be copying the same thing onto their notes, some day-dreaming and some sleeping. It would be difficult to stop students from copying the notes from the board and at the same time ensured that every student was paying attention in the class because the teacher was too busy explaining the lecture. Conventional teaching is also limiting the room for more creative thinking and also seldom considering individual differences. It is necessary to realize these limitations in conventional teaching and take a step to move forward. (Liu, 2014)



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In addition to the previous ideas, the use of technology in education is necessary because students are known as digital natives. Students nowadays are highly connected with technology in their daily lives. They use Internet to search for information to assist their learning. They also experience various ways of collaboration and communication with their peers and teachers through social networking tools and also chatting software. It has been a norm to see how frequent students use technology in their learning (Shank, 2015). Therefore, it is necessary and mandatory to use technology in education to enhance students' learning experiences. Although technology can positively influence learning, there are teachers who do not have confidence to include them in their teaching (Mackey & Ho, 2015). Due to lack of guidelines provided to teachers and education institutions on how they can transform from conventional teaching to learner-centered teaching, many times, technology is used for the sake of using it. Using multimedia in learning can also help to promote deeper learning and has a positive impact in creating a learner-centered teaching environment. Multimedia learning is able to gain better attention from learners, achieve higher retention rate and also encourage better participation rate among learners (Shank., 2015). Another study (Demirer & Sahin, 2012) that can support the ideas regarding the use of technology which leads to social media memes as an effective instructional tool is that multimedia learning is said to be effective in the transformation process from traditional teaching approach to blended learning and also to online learning Weimer (2012) stated that having the technology in education and also the use of multimedia learning, this would help bridge the transition gap of moving towards learner-centered teaching.





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For at least 100 years, scholars and educators have sought to understand how media content influences people, particularly in economic contexts. Despite the wealth of knowledge produced in this line of research, it is important to note that user-generated content could differ from traditional media content in terms of effects on viewers. A lot of confirmations argued on the effectiveness of the use of social media and multimedia like the social media memes. Rosegard et.al. (2013) suggested introducing a lecture with external stimulus increases information retention. The external stimulus in the form of humor that is ingrained in technology such as social media memes and e-learning tools may be used. Technology plays one important aspect of everyday life. He pointed out further that computer laptop, notebook, ipad and cellphones are but some of the tools that are being used by students in their everyday activities such as communication, entertainment, purchasing and even selling and to include learning.

In the technology and social media memes context, according to Schubert (2013), this is an activity, concept, catchphrase or piece of media which spreads, often as mimicry, from person to person via the Internet. As defined in Merriam-Websters (2016), a meme is “an idea, behavior, or style that spreads from person to person within a culture” An Internet or social media memes may take the form of an image, hyperlink, video, website, or hashtag. It may be just a word or phrase, including an intentional misspelling. It has more on the language and style of the social media memes that can lead to misunderstanding and language barriers to the students.



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As stated in P21.org (2017), the 21<sup>st</sup> century learning environment incorporate six major objectives and these are: create learning practices, human support and physical environments that will support the teaching and learning of 21<sup>st</sup> century skill outcomes, support professional learning communities that enable educators to collaborate, share best practices and integrate 21<sup>st</sup> century skills into classroom practice, enable students to learn in relevant, real world 21<sup>st</sup> century contexts (e.g., through project-based or other applied work, allow equitable access to quality learning tools, technologies and resources, provide 21<sup>st</sup> century architectural and interior designs for group, team and individual learning. 6) Support expanded community and international involvement learning, both face-to-face and online.

In the classroom context, Kim (2017) noted that taking such a comedic approach to address and resolve an incident leads us to a debate. One major criticism that students brought up was that such jokes poked fun at an event with immense gravity and showed the privilege of non-marginalized students who are not attacked by this Church. This discontent was expressed through an “expanding brain” meme. The meme shows a ranking of different events, the top event being most preferred and paired with the smallest brain, following gradually expanding brains with gradually lesser desirable events that all lead up to the fully expanded brain and the least desirable event. This particular example of the meme suggests that the types of Facebook events that have emerged in response to Westboro’s arrival do absolutely nothing to counter the issue at hand.



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In view (Kim, 2017), some students argued that the spoof Facebook event memes further desensitize us to future events by constantly poking fun at serious topics. However, other students argue that such memes do not inherently detract attention from the actual issue itself, meaning the events promoting Naruto runs across hurricanes do not make people perceive the hurricane as less destructive or deter evacuation plans. Founder and administrator of Carnegie Mellon Memes for Spicy Teens, Emily Newman, addressed that these memes were brought up among the other moderators of the meme group. Furthermore, she concluded that the spoof events were harmless because we “continue[d] to educate on the issue” that Westboro Baptist Church is a “hate group and serious” and the spoof pages did not clash with information about legitimate counter protests.

Furthermore, Bell (2013) described the importance of using memes in her column, Belltones. According to her, “students of all ages are in tune with popular culture and love tie-ins that show teachers, librarians, and other educators are as well.”

In addition, according to Adizon (2017), members of the older generation would probably look down on this “internet meme” explosion as another time-waster for millennials, among the countless other distractions which every Filipino enjoys on the internet. Some educators would probably worry about how today’s young people are more accustomed to short bits of text, and are having a hard time comprehending longer, deeper selections of text.



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Star and Luke (2018) believed that GIFs and memes foster connections to students and signal that we are willing to value the ways they regularly communicate. We clearly see a value in them as we use them daily when texting and tweeting, so why not leverage their popularity in class? For students anxious about classes, a familiar meme or gif can put them at ease, make them smile, and even affirm their identities and create a sense of belonging by referencing a piece of media they can relate to.

In the use of social media memes in the classroom, according to Hess, et al (2017), encourage teachers to try using GIFs and memes in just one activity. If it goes well, consider using them more frequently as a way for students to get to know each other, explore societal issues and the surrounding commentary, and demonstrate course concepts.

Moving up Bloom's taxonomy from analyze to create, students can make their own GIFs and memes to demonstrate understanding of a course concept. This activity can be used in class as an informal and fun assessment technique. For example, the meme featured here has the character of Dawson Leery from the 90s show Dawson's Creek crying.

On the social media memes as a way to explore society, economics and culture, to Reyes, et al (2018), the old adage that a "picture is worth a thousand words." might be an understatement for memes and GIFs that have an uncanny way of encapsulating social controversies. As a way to begin to explore the cultural commentary around a topic, have students find instances of memes, GIFs, or other images that deal with the subject and



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analyze the underlying subtext of each. Based on experience, this leads to a rich discussion and connects course content to current events.

For example, as stated by Stark (2018), the use of black people in popular GIFs also provides an entry point into serious discussion of the appropriation of black culture by white people, a concept known as digital blackface. Is the control of black individuals' words, actions, and body a cyberspace version of a minstrel show? Are reaction GIFs of black people supposed to generate serious dialogue or are they being used solely for laughs? In these instances, a gif allows deeper conversations around race, culture, media representations, and the work produced by non-white bodies.

It comes as no surprise that the way people consume information is changing. Increasingly, we are moving from text-based forms of information to visual ones, as evidenced by the popularity of visual social media sites such as Instagram, Snapchat, and Pinterest. Not all of these visual forms are vacuous as we might be inclined to think. According to Reyes, et al (2018), memes and GIFs, for example, are more than just a way to pass the time while we wait in line—they often offer sharp political and social commentary that functions as a coping mechanism for living in absurd modern times. Rather than see these forms of visual media as leisure-time pleasures, we believe they hold potential to engage students in class and provide another vehicle by which to demonstrate concepts and communicate with each other.



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According to Sampathirao (2016), students who prefer technological communication have poor social skills and high social anxiety than those who are with a greater restriction of technology. Excess usage of cyberspace as a tool for communication can impede communication skills but when used in moderation, it can also aid the youth in communicating with their peers if they are too shy to do so in person; the awareness of children that real living takes place offline is essential.

#### **Social Media Use in the Philippines**

In the 2018 Digital report of London, United Kingdom-based consultancy We Are Social, Filipinos spent a median of three hours and 57 minutes daily on social media sites, mainly Facebook.

In Google Trends' data, the keyword "memes" was half as popular within the Philippines on January 21, 2018 and it continues to increase up to 100% during December 16, 2018.

In the Philippines, social media use has become a very common feature of most Filipino's daily lives. In 2015, the data of the Social Media and Digital Stats in the Philippines from Third Team Media shows that the Philippines remains as the "Social Media Capital of the World". Out of more than 100 million people in the country, 44 million are Internet users and 40 million of them are active social media users. Recently, the 2016 data on Social Media and Digital Stats in the Philippines, the percentage of social



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media penetration has increased from 40% in 2015 to 47% in 2016. Castro (2016) stated this data means that social media continues to be an essential part in the lives of Filipinos who have increased access to the Internet via their mobile phones and electronic devices. According to Gregorio (2013), in the article by Digital Marketing Philippines, from the 40 million active social media users, 65% of them are teenagers and young adults, and 81% of them access their accounts daily.

#### **Philippine Laws Governing Social Media**

On the other hand, the overview of available laws that govern the social media and social media memes as a whole, let us take closer to the 1987 Constitution of the Philippines.

The Constitution tries to provide provisions with regards to the right to privacy under the Bill of Rights namely: (a) the right against unreasonable searches and seizures; and (b) the right to privacy of communication and correspondence. From the two sections, it can be surmised that right to privacy can be defined as the right to be left alone. It is the right of a person to be free from undesired publicity or disclosure and as the right to live without unwarranted interference by the public in matters with which the public is not necessarily concerned.

Another legal basis to consider is the civil code of the Philippines, provisions related to privacy can be drawn out from Chapter Two of the Civil Code of the Philippines



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under Human Relations in which Article 26 states that, “Every person shall respect the dignity, personality, privacy and peace of mind of his neighbors and other persons.” Though not considered a criminal offense, it identified acts that can produce a cause of action for damages and other relief, and in which social media can be used as a medium and place of commission of the offense. These include meddling with or disturbing the private life or family relations of another, intriguing to cause another to be alienated from his friends, vexing or humiliating another on account of his religious beliefs, lowly station in life, place of birth, physical defect, or other personal condition.

In the context of the Data Privacy Act of 2012, it is an act protecting individual personal information in information and communications systems in the government and the private sector. It mandates the public and private institutions to protect and preserve the integrity and confidentiality of all personal data that they might gather including the processing of personal information and sensitive personal information. It also sets the parameters on when and on what premise data processing of personal information can be allowed with basic premises when a data subject has given direct consent.

Furthermore, regarding the affirmation on the responsible use of social media specifically on the social media memes, according to Ybarra, Diener-West, & et al. (2018), youth exposed to violence within the media is linked with concurrent reports of seriously violent behavior across media. Curse words, , per Wang & Chen (2014), occurred at the speed of 1.15% on Twitter, and 7.73% of all the tweets in our dataset contained curse





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words. A cyber-bullying statistics coming from Ditch the Label, one among the most important anti-bullying organizations within the world, stated that 1 in 5 teenagers are bullied online. Profanity and name-calling are only few of the items happening online that manifest the high impulsivity level of the youth today.

#### **Social Media Memes in Philippine Setting**

According to Arora (2018), the influence of memes in the Philippines made people feel less alone. As stated in the Hierarchy of Needs created by Abraham Maslow, feeling a sense of belonging plays a vital role in our quest for security. As a result, people relate to memes—because they resonate with them, which creates a sense of identification. We form groups, and this identification with the meme culture is largely perceived with a feeling of ‘I’m not alone’.

Also, Adizon, (2017) stated that in the Philippine context, Filipinos like to see the meme as an interesting development in popular culture. They even love how there are memes for everything like politics, pets, celebrities, family. Math, love life, the struggles of students, life- such that they have practically become some sort of social commentary for young people. They see a meme about being an introvert, or “adulthood” and they can say to themselves that it is relatable.

Adizon, (2017) explained further that memes can also be a springboard of discussion for teachers. Students and even teachers like reading through the comments



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about political memes on Facebook and how different netizens engage in an interesting class discussion about the topic, sharing different views, and providing sound explanations for their opinions. If older people are quick to judge memes as a product of the “dumbing down” of today’s millennials, they should check out the comments. It is amazing how ordinary citizens can deliver such profound insights on current issues. It is also cool how a meme can provide an occasion for discussion among random people from all over the universe.

Magno (2015) stated that the memes have an intertextual reference to President Aquino’s commitment to his fight against corruption and to institute good governance which is the essence of his motto of treading “daang matuwid” or straight path. Humor is then elicited by these binary contrasts which are reinforced by the image of Sen. Santiago which is an iconic sign of sarcasm and cynicism and her statement, “Where is ‘daang matuwid’? Even the GPS can’t locate it” and the images and captions highlighting the unsolved problems during Aquino’s administration which promotes “daang matuwid” or good governance and the gigantic allocations lawmakers receive from government funds.

According to Tiglao (2015), the humorous signifiers in the memes have serious connotations. With the incongruity between the program’s self-righteous and moralistic worldview and what is really happening, the humor in the memes signifies “Daang Matuwid” as a hypocritical slogan. During Aquino’s administration, the PDAF releases from 2010-2013 totaled P6.5 billion. With the addition of DAP which totaled P157 billion,



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Aquino's pork barrel totaled P220 billion during his first three years. Yet such "suspicious siphoning off of public funds" was not given attention by the Commission on Audit (Tiglao, 2014) which taints Aquino's projected image as a fighter of corruption.

In his book, *The New Media, Society & Politics in the Philippines*, Raul Pertierra (2012) provided a distressing portrait of contemporary politics in the country. He quoted Archbishop Oscar Cruz, "...if most of the Filipino politicians do not really command the respect, much less the trust of most of the people ... the reason is not a deep secret. Philippine politics is usually understood ... as a means to gain power and to accumulate wealth... (p. 7). Pertierra (2012) stressed Adizon, (2017) explained further that memes can also be a springboard of discussion for teachers. Students and even teachers like reading through the comments about political memes on Facebook and how different netizens engage in an interesting class discussion about the topic, sharing different views, and providing sound explanations for their opinions. If older people are quick to judge memes as a product of the "dumbing down" of today's millennials, they should check out the comments. It is amazing how ordinary citizens can deliver such profound insights on current issues. Lynch (2012) stated that it is also cool how a meme can provide an occasion for discussion among random people from all over the universe that exasperated and dismayed of unfulfilled promises and hypocrisy of elected public officials and "in the absence of rational explanations for the paradoxes of politics," netizens resort to humor as a tool in coping political adversities and in facilitating the culture of dissent. Conducting this



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study will also give insights on Filipino humor and its potential in challenging ideological practices in the Philippine political setting.

Bong R. Osario of the Philippine Star wrote a 2016 article about memes during the height of Philippine 2016 Election. He wrote that most of the political campaigns made by the candidates were outdone by a single meme originating from social networking sites with its creator, untraceable and its content “sans assessment or anxiety about any probable consequence” (Osario, 2016). He considered that memes are much more independent than the traditional media for it provides a more direct distribution of news, extended audience reach, viral and easily shareable content, and the ability to focus on insignificant but shareable visual ideas and soundbites. Osario quoted Brad Kim, editor of Know Your Meme, saying that election memes tend to have more freedom to have whatever content they want, in contrast to traditional media, who are bound by the media and/or journalism ethics. Though meme creators are generally untraceable, once traced they can be subject to punishment by the Anti-Cybercrime Group (ACG) of the Philippine National Police with the case of online libel, once proven that they did, indeed, created a meme against a politician or a public figure with false accusations.

To add more, according to (Masterpasqua, 2010) Masterpasqua (2010) in the Philippines, Filipinos can find humor in everything—from something as big as a billboard in Manila to something as trivial as a random YouTube video. Filipinos’ humor combined with being the social media capital of the world means that there’s a lot of memes to scroll



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through. So, while they are spending their day on their timelines and news feeds, they might as well learn about where these different Filipino memes came from.

It has been evident in the social media sphere that internet memes have been gaining popularity during the past few years, with websites such as 9gag, Reddit, and 4chan providing venues for these memes to propagate. Masterpasqua (2010) defined memes as “bits of information that replicate themselves; they can exist in brains as well as in any number of other storage devices, from books to the Internet.” Thus, it is natural or innate for a meme to replicate itself, even those found on the internet. This has been the premise of this study: that memes can prove to be an important information dissemination tool for libraries—particularly for promotion of its collection and services as well as for circulating important announcements.

As Ko, Yen, & et al (2014) stated that adolescents who are addicted to the Internet were more likely to develop aggression. The association was more significant among the students in junior high schools than in high or vocational schools. Hence, the positive impact in the educational endeavors has a greater influence on the students’ success in the classroom.

To sum up, in the educational context, teachers should not forget also that the utilization of social media, specifically the social media memes certainly has its own strengths and weaknesses. In order to be able to choose the most suitable instructional tools regardless of what social media applications to be used, teachers should pay close attention



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first to their students' characteristics, attitude, cultural background and beliefs. Considering social media memes as instructional materials in the classroom, it must have more positive benefits and be able to help the students develop their critical thinking in terms of their academic achievements.

#### **Synthesis of the Review of Related Literature**

There are several attempts to enhance the level of academic achievement of the students through the use of instructional tool in teaching concept of Economics as one of the subjects in the Junior High School and there are plenty of literature whose subject matter focuses on the academic performance and the different factors affecting it through the use of social memes. Yet, there remains a research gap in the literature when it concerns the academic performance of the students through the utilization of social memes in the classroom, and how this affects or even translates to academic success of the students. Previous research on the social memes have found varying environments and individual cognitive processing as significant determinants to academic performance.

Some stated that adolescents who are addicted to the Internet were more likely to develop aggression. The association was more significant among the students in junior high schools than in high or vocational schools. Hence, the positive impact in the educational endeavors has a greater influence on the students' success in the classroom. Ko, Yen, & et al (2014) Others, as what Adizon, (2017) explained that memes can also be a springboard of discussion for teachers. Students and even teachers like reading through the comments



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about political memes on Facebook and how different netizens engage in an interesting class discussion about the topic, sharing different views, and providing sound explanations for their opinions. In the Philippine context, Filipinos can find humor in everything—from something as big as a billboard in Manila to something as trivial as a random YouTube video. Filipinos' humor combined with being the social media capital of the world means that there is a lot of memes to scroll through. So, while they are spending their day on their timelines and news feeds, they might as well learn about where these different Filipino memes came from. (Masterpasqua, 2010) However, in the use of social media memes in the classroom, encourage teachers to try using GIFs and memes in just one activity. If it goes well, consider using them more frequently as a way for students to get to know each other, explore societal issues and the surrounding commentary, and demonstrate course concepts. (Hess, et al 2017) It is contradicted to the idea of (Adizon, (2017), which he stated that members of older generation would probably look down on this “internet meme” explosion as another time-waster for millennials, among the countless other distractions which every Filipino enjoys on the internet. Some educators would probably worry about how today's young people are more accustomed to short bits of text, and are having a hard time comprehending longer, deeper selections of text. Shank (2015) affirmed that using multimedia in learning can also help to promote deeper learning and has a positive impact in creating a learner-centered teaching environment. Multimedia learning is able to gain better attention from learners, achieve higher retention rate and also encourage better participation rate among learners.



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Lastly, this study is not a duplication of any of the presented foreign and local literature and studies. However, those presented reveal the issue on the social media memes are effective in the teaching process as being used as instructional materials, while others are not. Others stated that social media memes are more effective with conventional teaching. Memes are a global phenomenon that only few researchers are looking into, but internet memes hold the potential of shaping and influencing public opinion and can be beneficial to the educational endeavors of the students. The researcher decided to delve into this present study because of these contradicting issues and to further evaluate and assess the effectiveness of social media memes as an instructional tool in teaching the concept of economics to Grade 9 students and to come up with recommendations that will enhance and improve the academic performance and develop a higher critical level of learning on the part of the respondents .





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#### CHAPTER 3

#### METHODOLOGY

This chapter discusses the method of research used, the respondents chosen in the study, the instrument utilized in the investigation, the data-gathering procedure adopted, the ethical considerations followed and the statistical treatments applied to the data of the study.

##### Research Design

This study basically applied quantitative research, specifically the descriptive-causal and correlational research. According to Borg and Gall (1989), quantitative research involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

This research determined whether the use of social media memes as part of the discussion affected the understanding of the concept of Economics of Grade 9 students in Santa Rosa Science and Technology High School, Division of Santa Rosa City, AY 2020 – 2021. The researcher used a quasi-experimental method for the study.

According to Yazon et. al (2018), quasi experimental research design is the second-best option if a researcher is unable to conduct a true experiment.



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This study adhered to the pretest – posttest non-equivalent group design. Yazon et. al., (2018) explicitly clarified in their book entitled “Learning Guide in Methods of Research,” the pre-test – post-test non-equivalent group design as a subset of quasi-experimental research design. Hence, the experimental group receives pretest, treatment, and posttest while the comparison group receives pretest and posttest only.

Quasi-experiment, according to Abraham & MacDonald (2011), is a research that is similar to experimental research in that there is manipulation of an independent variable. However, it differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation. This type of research is often performed in cases where a control group cannot be created or random selection cannot be performed. Furthermore, quasi-experimental designs are generally used to establish the causality (effect of independent variable on dependent variable) in situations where researchers are not able to randomly assign the subjects to groups for various reasons.

In this research, two comparable groups were employed - experimental and control groups. The experimental group was exposed to the use of social media memes in the discussion while the control group was exposed to the normal conventional teaching strategies, the direct method of teaching. Both experimental and control groups were not aware that they were the respondents of the study. According to Shuttleworth (2013), the



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investigation may result in experimental flaws (bias) if both or each group knows that they belong to the investigation.

#### **Research Locale**

The study was conducted in Santa Rosa Science and Technology High School. The researcher chose to conduct the study in the said school due to its accessibility to the respondents.

#### **Population and Sampling**

The population of the study were the students and teachers of Santa Rosa Science and Technology high School. In determining the respondents of the study, the researcher used the purposive sampling. A total of 270 Grade 9 students served as the student-respondents of the study.

Table 1.

Distribution of Respondents

Section	Total Number of Students	No. of Respondents Taken
9 – Berzelius	45	45
9 - Boyle	45	45



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9 - Chadwick	45	45
9 - Fisher	45	45
9 - Franklin	45	45
9 - Lewis	45	45
	<b>270</b>	<b>270</b>

From six sections of Grade 9, six (6) sections were chosen as part of the respondents. Three (3) sections were assigned to the control group and another three (3) sections to the experimental group. The assignment to these groups was based on the results of the pretest.

For the teacher-respondents, 4 junior high school teachers, 1 principal and 1 supervisor were purposively chosen to assess the problems encountered in teaching the concept of Economics using social media memes.

#### **Respondents of the Study**

The researcher gathered the data for this study from the Grade 9 students and Araling Panlipunan and ICT teachers of junior high school, the principal and the supervisor in the said locality of this study. The student-respondents were male and female students of Grade 9 ages 14 – 16. Grade 9 students were chosen because their Araling Panlipunan



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focus is on Economics. The total number of student-respondents was 270. They were selected through purposive sampling.

The teacher-respondents were the Araling Panlipunan and ICT teachers, the principal and the supervisor. The total number of teacher-respondents was six (6). They were chosen purposively based on their expertise.

#### **Data-Gathering Procedure**

Before gathering the needed data, a letter was sent to the Office of the Schools Division Superintendent in the Division of Santa Rosa City in allowing the researcher to conduct the study in the locality. The researcher also sent a letter to the Office of the Principal of Santa Rosa Science and Technology High School requesting the school authority to allow the researcher to gather the needed data from the respondents. After getting approval from the superintendent and the principal, the researcher arranged the time to distribute and gather data from the respondents. Distributing and collecting the questionnaires from the respondents were personally handled by the researcher with the help of the Araling Panlipunan 9 teacher. The researcher used google forms to administer the questionnaire.

Data gathering procedure started after the researcher communicated with the Araling Panlipunan 9 teacher regarding the purpose and procedure of the study. First, a pretest was given to all the student-respondents on the topic of concept of Economics.



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Scores were recorded and the means were computed. The three sections with the highest mean scores in the pretest served as the control group. Then, the experimental group was subjected to the treatment - instructions with the use of social media memes. For the control group, they underwent the usual or normal discussion of the topic. Afterwards, posttest was given to the student-respondents, both control and experimental group. Pretest and posttest were both administered through google forms. Scores were recorded and the means/performance of the groups were computed and analyzed.

In addition to that, a survey was administered to the experimental group after the posttest. The survey aimed to assess the acceptability of the social media memes used in the discussion. The flow was administration of the survey questionnaires, proper supervision with instructions for the respondents to properly answer the given questions, collection of the answered survey-questionnaires, recording on the tally sheet the different levels of answers by the respondents, and after consolidation and tabulation, the researcher discussed, analyzed, and interpreted the results in accordance with the statement of the problem. Likewise, another questionnaire was administered to the teacher-respondents who assessed the problems encountered during the discussion of the topic that incorporated social media memes.

The researcher solicited assistance from a statistician to correctly tabulate, analyze and interpret the data. When all the statistical treatments to research data were done, the researcher finally wrote the final draft of the research manuscript.



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#### **Instrumentation**

The researcher made use of a self-constructed questionnaire to assess the acceptability of the social media memes that were used in the instruction. The questionnaire used a 4-point Likert scale to assess the acceptability of the memes in terms of (1) objectives, (2) Content, (3) Language and Style, (4) Illustration, (5) Organization; and (6) General Evaluation. Before the questionnaire was administered, it was presented to the adviser for suggestions and comments.

#### **Validation of the Instrument**

The validity of the questionnaires was established using content validation. As defined by Oriondo and Antonio (2003), validity refers to characteristics of a test that it measures what it intends to measure. Therefore, the questionnaire was subjected to a content validation before it was administered to the respondents.

To ensure the validity of the questionnaire used in this study, the researcher's adviser reviewed the questionnaire for correction and for further suggestions and corrections. The researcher sought the assistance of the experts in research (school research adviser, statistician, professors) to establish content and construct validity. The researcher also consulted some school heads and teachers to check the clarity and validity of the questions. The questionnaire went through several editing during its validation period. When the consequent corrections and suggestions were incorporated, the final draft of the



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questionnaire were readied, and consequently, subjected to reliability testing using Chronbach Alpha. The reliability test was done in another public school in Calamba. When the questionnaire passed the reliability test, it was administered to the respondents of the study.

Sample questionnaire can be seen in the appendix.

#### **Ethical Considerations**

The ethical guidelines as specified in the Research Manual of the school was followed by the researcher as those ethical considerations were considered all throughout this paper. The questionnaire was participated in voluntarily by the students. The consent of the respondents was asked by the researcher explaining to them the importance or significance and objectives of the study. The data and information gathered were kept in confidentiality. Since the main respondents were students and they were considered minors, parental consent was sought. Also, data privacy, under Republic Act 10173 or otherwise known as “Data Privacy Act,” was strictly observed and applied in this study.

In addition, the questionnaire was designed to collect only the relevant information for the study and there were no private or personal questions that were asked from the respondents. The works of researchers of other authors were properly recognized.





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#### **Treatment of Quantitative Data**

The following were the statistical treatments that were applied to the study using SPSS.

1. In describing the level of acceptability of the social media memes, mean was used.
2. In describing the performance on the pretest and the posttest, mean and frequency distribution were used.
3. In determining the significant difference between the performance on the pretest and posttest of the control group and experimental group, paired t-test was used.

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#### CHAPTER 4

##### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter contains the statistical presentation, analysis and interpretation of data gathered by the researcher to find the answers to the problem of the study.

##### **Problem Number 1. Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of Objective, Content, Language and Style, Illustration, Organization, and General Evaluation**

Tables 1.1 – 1.6 present the data on the level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in the experimental group in terms of objective, content, language and style, illustration, organization and general evaluation. In the first column, the indicators for every criterion can be found. In the second column, the mean rating for each indicator can be seen. The lowest possible value is 1.00 while the highest possible value is 4.00. The verbal interpretation for each rating is in the third column. If the rating is from 1.00 – 1.74, it is not accepted; 1.75 – 2.49 is slightly accepted; 2.50 – 3.24 is accepted and 3.25 – 4.00 is highly accepted. Finally, the last row depicts the general assessment for each criterion. A total of 135 student-respondents in the experimental group assessed the level of acceptability of social media memes as an instructional tool.



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**Table 1.1**

**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of Objective**

<b>Indicators in terms of Objectives</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. The objectives were specific and described the learning outcomes.	3.53	HA
2. The objectives were geared toward the content, exercises, activities and feedback.	3.54	HA
3. The objectives were expressed in language that is easy (for you) to understand.	3.55	HA
4. The objectives were specific, measurable, achievable, relevant and time bound.	3.51	HA
5. The objectives described an observable result.	3.58	HA
6. The objectives were designed to develop my critical thinking.	3.60	HA
7. The objectives addressed the knowledge, skills and values I need to develop.	3.64	HA
8. The objectives were aligned with the learning competency.	3.55	HA
9. The objectives were designed to promote association of past and present knowledge and experience.	3.53	HA
10. The objectives were well-defined and clearly stated.	3.56	HA
<b>General Assessment</b>	<b>3.56</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)

1.75 – 2.49 Slightly Accepted (SA)

2.50 – 3.24 Accepted (A)

1.00 – 1.74 Not Accepted (NA)

As shown in table 1.1, the general assessment on the level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in the experimental group in terms of objective was **3.56** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted. Indicator 7 (The objectives addressed the knowledge, skills and values I need to develop.) had the highest computed mean of 3.64 while indicator 4 (The objectives were specific, measurable, achievable, relevant and time bound.) had the lowest computed mean of 3.51.



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This implies that the objectives in using/incorporating social media memes in the discussion of the concept of Economics in the experimental group was targeted because first and foremost, it addressed the knowledge and skills and values the students need to develop. Although, the objectives were not perfectly SMART (specific, measurable, achievable, relevant, time-bound).

**Table 1.2**

**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of Content**

Indicators in terms of Content	$\bar{X}$	VI
1. The social media memes were used to introduce new topic to be discussed.	3.65	HA
2. The social media memes used reflected current lesson.	3.67	HA
3. The social media memes used had human interest features making it interesting to read.	3.67	HA
4. The social media memes used reinforced the teaching and enhanced the learning.	3.56	HA
5. The social media memes helped release stress or clarified a topic that was sensitive or controversial.	3.58	HA
6. The content of the social media memes encapsulated social, political and cultural ideas/concepts which I easily understood.	3.56	HA
7. The content of the social media memes did not convey a different meaning from what it meant.	3.56	HA
8. The content of the social media memes did not cause confusion and did not convey multiple messages.	3.68	HA
9. The content of the social media memes caught my attention and made me be engaged to the lesson.	3.64	HA
10. The content of the social media memes was gender and culture sensitive.	3.60	HA
<b>General Assessment</b>	<b>3.62</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)  
2.50 – 3.24 Accepted (A)

1.75 – 2.49 Slightly Accepted (SA)  
1.00 – 1.74 Not Accepted (NA)



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As shown in table 1.2, the general assessment on the level of acceptability of social media memes as an instructional tool as assessed by the student respondents in the experimental group in terms of content was **3.62** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted. Indicator 8 (The content of the social media memes did not cause confusion and did not convey multiple messages.) had the highest computed mean of 3.68 while indicators 4 (The social media memes used reinforced the teaching and enhanced the learning), 6 (The content of the social media memes encapsulated social, political and cultural ideas/concepts which I easily understood and 7 (The content of the social media memes did not convey a different meaning from what it meant.) had the lowest computed mean of 3.56.

This implies that the content of the social media memes used in the discussion of the concept of Economics was highly acceptable to the student-respondents predominately because the content did not cause confusion and did not convey multiple messages. However, the content of the social media memes used was not perfect or a little bit insufficient to reinforce the teaching and enhance the learning because the social, political and cultural concepts encapsulated was a little bit not easily understood and conveyed a different meaning.



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**Table 1.3**

**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of Language and Style**

<b>Indicators in terms of Language and Style</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
1. Language used was easily understandable.	3.63	HA
2. The presentation of the social media memes was relatable.	3.56	HA
3. Language of the social media memes was presented in a simple manner.	3.56	HA
4. . Social media memes used had simple picture/ illustration/image and a catchy phrase relative to the classroom topic.	3.59	HA
5. The structure and style of the social media memes were appropriately designed.	3.58	HA
6. The language and style encapsulated social, political and cultural idea/concept which I easily understood.	3.65	HA
7. The language and style used in the social media memes did not convey a different meaning from what it meant.	3.55	HA
8. The language and style used in the social media memes did not cause confusion and did not convey multiple messages.	3.55	HA
9. The language and style of the social media memes caught my attention and made me be engaged to the lesson.	3.60	HA
10. The language and style were gender and culture sensitive.	3.68	HA
<b>General Assessment</b>	<b>3.58</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)      1.75 – 2.49 Slightly Accepted (SA)  
2.50 – 3.24 Accepted (A)      1.00 – 1.74 Not Accepted (NA)

As shown in table 1.3, the general assessment on the level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in the experimental group in terms of language and style was **3.58** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted. Indicator 10 (The language and style were gender and culture sensitive) had the highest computed mean of 3.68 while indicators 7 (The language and style used in the social media memes did not convey a different meaning from what it meant) and 8 (The language and



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style used in the social media memes did not cause confusion and did not convey multiple messages) had the lowest computed mean of 3.55.

This implies that the language and style of the social media memes used in the discussion of the concept of Economics in the experimental group were highly acceptable to the student-respondents primarily because the language and style of the social media memes used were gender and culture-sensitive. However, the language and style of the memes caused a little bit of confusion and conveyed a different meaning or multiple messages.

**Table 1.4**

**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student Respondents in the Experimental Group in Terms of Illustration**

Indicators in terms of Illustration	$\bar{X}$	VI
1. Social memes used had video or colorful text that uses humor.	3.66	HA
2. images, video, and texts of social memes served as motivation for me to be engaged in the teaching and learning process.	3.66	HA
3. Colorful lay-out and pictures easily relayed the message.	3.64	HA
4. The layout and the images and texts were done in colorful manner that easily conveyed ideas.	3.64	HA
5. The illustrations of social memes helped me to remember the lesson learned in class.	3.76	HA
6. The illustrations of the social media memes encapsulated social, political and cultural idea/concept which I easily understood.	3.61	HA
7. The illustrations of the social media memes did not convey a different meaning from what they meant.	3.64	HA
8. The Illustrations of the social media memes did not cause confusion and did not convey multiple messages.	3.58	HA
9. The illustration of the social media memes caught my attention and made me be engaged to the lesson.	3.73	HA
10. The illustrations of the social media memes were gender and culture sensitive.	3.65	HA
<b>General Assessment</b>	<b>3.66</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)  
2.50 – 3.24 Accepted (A)

1.75 – 2.49 Slightly Accepted (SA)  
1.00 – 1.74 Not Accepted (NA)



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As shown in table 1.4, the general assessment on the level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in the experimental group in terms of illustration was **3.66** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted. Indicator 5 (The illustrations of social memes helped me to remember the lesson learned in class.) had the highest computed mean of 3.76 while indicator 8 (The Illustrations of the social media memes did not cause confusion and did not convey multiple messages.) had the lowest computed mean of 3.58.

This implies that the illustration of the social media memes used in the discussion of the concept of Economics in the experimental group was highly acceptable to the student-respondents because first and foremost, the illustrations helped them remember the lessons learned in class. Though, the illustration caused a little bit of confusion and conveyed multiple messages.

**Table 1.5**  
**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of Organization**

Indicators in terms of Organization	$\bar{X}$	VI
1. The mental model created by social memes was useful in helping me gain understanding of a topic/lesson that is difficult to understand.	3.74	HA
2. The social media memes conveyed critical thinking.	3.79	HA
3. The social media memes aided me to remember a message paired with a relevant visual/image.	3.79	HA
4. The ideas and content of the social media memes were well-defined.	3.74	HA
5. Words in the social media memes followed a logical sequence.	3.79	HA
6. The organization of the social media memes helped me to	3.78	HA





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capture the social, political and cultural concept encapsulated in them.		
7. The organization of the social media memes did not result in a different meaning from what it meant.	3.78	HA
8. The organization of the social media memes did not cause confusion and did not convey multiple messages.	3.64	HA
9. The organization of the social media memes caught my attention and made me be engaged to the lesson.	3.72	HA
10. The organization of the social memes helped in conveying a clear message.	3.73	HA
<b>General Assessment</b>	<b>3.75</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)      1.75 – 2.49 Slightly Accepted (SA)  
2.50 – 3.24 Accepted (A)      1.00 – 1.74 Not Accepted (NA)

As shown in table 1.5, the general assessment on the level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in the experimental group in terms of organization was **3.75** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted. Indicators 2 (The social media memes conveyed critical thinking.), 3 (The social media memes aided me to remember a message paired with a relevant visual/image.) and 5 (Words in the social media memes followed a logical sequence.) had the highest computed mean of 3.79 while indicator 8 (The organization of the social media memes did not cause confusion and did not convey multiple messages..) had the lowest computed mean of 3.64.

This implies that the organization of the social media memes used in the discussion of the concept of Economics was highly acceptable to the student-respondents in the experimental group predominately because the memes conveyed critical thinking. aided them to remember a message paired with a relevant visual/image and the words in the social media



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memes followed a logical sequence. Although, the organization of the social media memes caused a little bit of confusion and conveyed multiple messages.

**Table 1.6**  
**Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group in Terms of General Evaluation**

Indicators in terms of General Evaluation	$\bar{X}$	VI
1. In general, social media memes were appropriate for me.	3.73	HA
2. The social memes can be applied to all students to improve (our) understanding of the topic.	3.74	HA
3. The social media memes gave us the perception to develop our higher order thinking skills.	3.78	HA
4. The use of the social media memes improved my learning capacity.	3.74	HA
5. Social media memes were effective tools in the discussion.	3.76	HA
6. The social media memes used encapsulated social, political and cultural idea/concept which I easily understood.	3.73	HA
7. The social media memes used did not convey different meanings from what they meant.	3.73	HA
8. The social media memes used did not cause confusion and did not convey multiple messages.	3.71	HA
9. The social media memes used caught my attention and made me be engaged to the lesson.	3.76	HA
10. The social media memes used were gender and culture sensitive.	3.61	HA
<b>General Assessment</b>	<b>3.73</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Accepted (HA)      1.75 – 2.49 Slightly Accepted (SA)  
– 3.24 Accepted (A)      1.00 – 1.74 Not Accepted (NA)

As shown in table 1.6, the general assessment on level of acceptability of social media memes as an instructional tool as assessed by the student respondents in the experimental group in terms of general evaluation was **3.73** and verbally interpreted as “**Highly Accepted.**” In addition, all the indicators were verbally interpreted as Highly Accepted.

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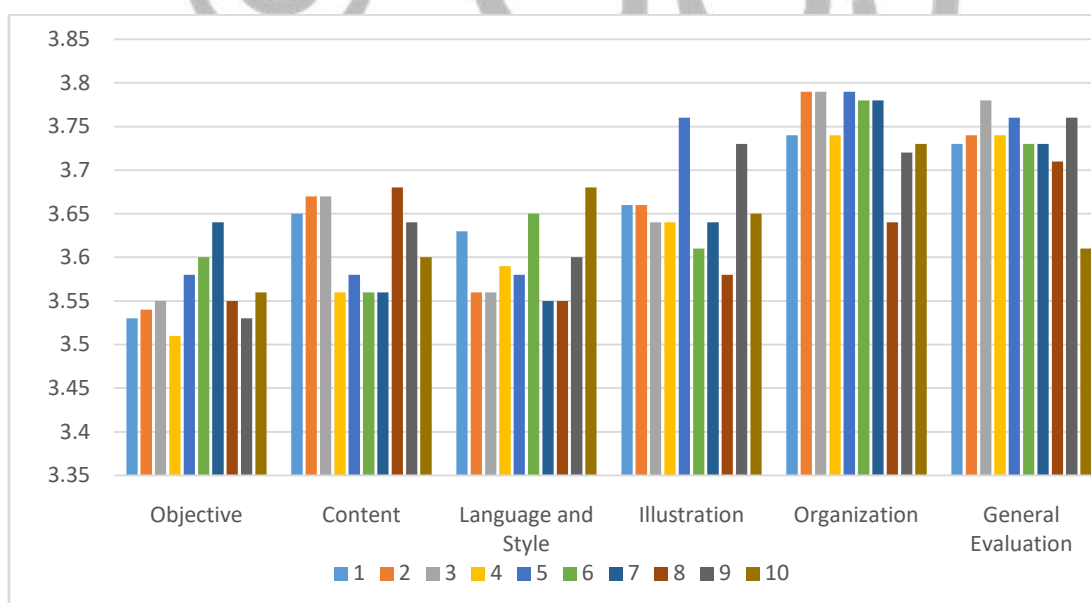
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Indicator 3 (The social media memes gave us the perception to develop our higher-order thinking skills.) had the highest computed mean of 3.78 while indicator 10 (The social media memes used were gender and culture sensitive.) had the lowest computed mean of 3.61.

This implies that the general evaluation of the social media memes used in the discussion of the concept of Economics to the student-respondents in the experimental group was highly acceptable primarily because this gave the students a perception to develop their higher-order thinking skills. Though, the social media memes used in the discussion in general might not be perfectly gender and culture-sensitive.

Figure 4.1 depicts the graphical representation of data from Tables 1.1 to 1.6.



**Figure 4.1 Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student Respondents in the Experimental Group**



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Table 1.7 presents the summary of the general assessment for each criterion used in assessing the level of acceptability of the social media memes as an instructional tool in teaching the concept of Economics. The left column contains the criteria while the right column contains the general assessment.

**Table 1.7**  
**Summary of the Level of Acceptability of Social Media Memes as an Instructional Tool as Assessed by the Student-Respondents in the Experimental Group**

Criteria	General Assessment
Objectives	3.56
Content	3.62
Language and Style	3.58
Illustration	3.66
Organization	3.75
General Evaluation	3.73

To sum it up, as shown in Table 1.7 and Figure 4.1, the social media memes used in the discussion of the concept of Economics in the experimental group was highly acceptable to the student-respondents with a general evaluation of 3.73. The organization of the social media memes used was the most acceptable with a computed mean of 3.73 while the objective was the least acceptable with a computed mean of 3.56. One main reason that the acceptability of the social media memes used in the discussion was not perfect 4.0 was that



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the social media memes used caused a little bit of confusion and conveyed a different meaning or multiple messages. This can be attributed to the fact that according to Davison (2012), an internet meme has three components: the manifestation which is the physical observable object (image, skill, audio, etc.) that is created; behavior which is the act of creating or performing the meme, and the ideal which is the “concept or ideas conveyed.” Internet memes are among the texts that are packed with signs (both visual and linguistic).

#### **Problem Number 2. Performance of the Students in the Control Group and Experimental Group on the Pretest**

Tables 2.1 and 2.2 present the performance of student-respondents in the control group and experimental group on the 30-item pretest. The first column contains the indicators for performance, second column the frequency for each indicator and the third column the percentages.

Figures 4.2 and 4.3 depict the graphical representation of the data from these tables.

**Table 2.1**  
**Performance of Students in the Control Group on the 30-Item Pretest**

Indicators	f	%
Outstanding	8	5.93
Very Satisfactory	5	3.70
Satisfactory	10	7.41
Fairly Satisfactory	7	5.19
Did not Meet Expectation	105	77.78
<b>Total</b>	<b>135</b>	<b>100.00</b>

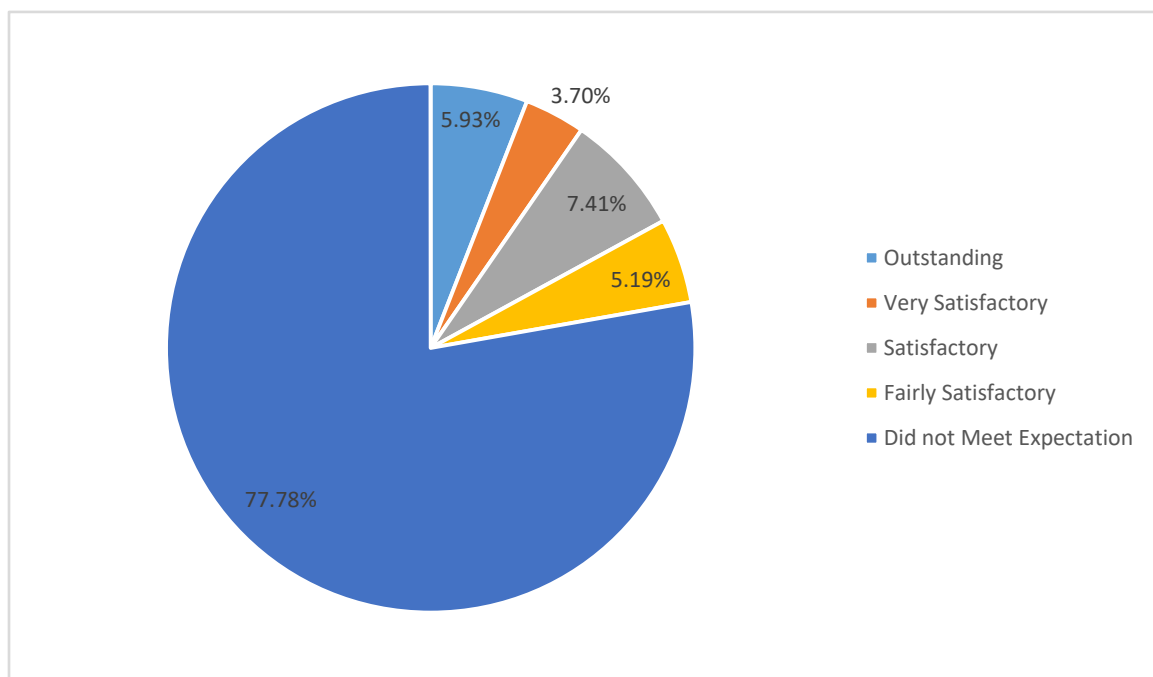
Legend:      90 – 100 Outstanding      75 – 79 Fairly Satisfactory  
85- 89 Very Satisfactory      74 below Did not meet expectations  
80 – 84 Satisfactory



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As shown in table 2.1, the performance of the control group on the 30-item pretest, only 5.93% or 8 out of 135 students performed Outstanding in the said test while 3.70% or 5 students performed Very Satisfactory. Furthermore, 7.41% or 10 students performed Satisfactory and 5.19% or 7 students performed Fairly Satisfactory. Lastly, 77.78% or 105 out of 135 students in the control group did not meet the expectation.



**Figure 4.2. Performance of Students in the Control Group on the 30-Item Pretest**

Based on Table 2.1. and Figure 4.2, it can be observed that most of the students in the control group performed poorly on the pretest because a large percentage of students did not meet expectation.



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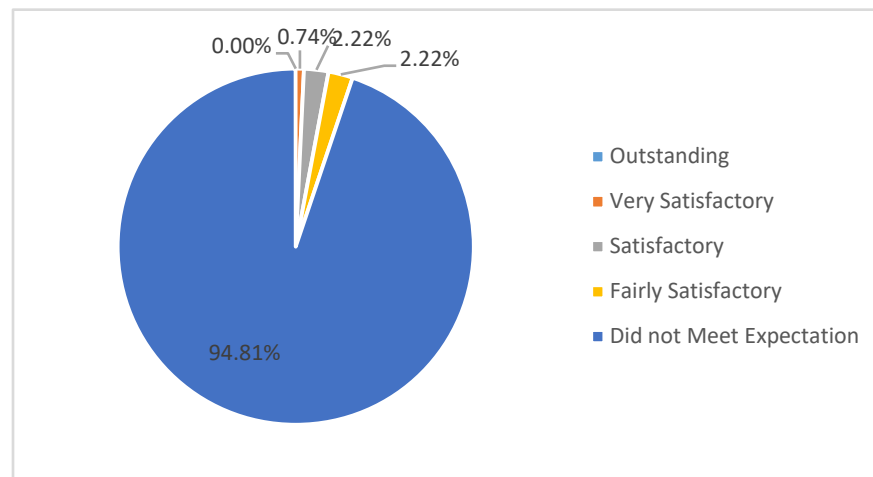
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**Table 2.2.**  
**Performance of Students in the Experimental Group on the 30-Item Pretest**

Indicators	f	%
Outstanding	0	0.00
Very Satisfactory	1	0.74
Satisfactory	3	2.22
Fairly Satisfactory	3	2.22
Did not Meet Expectation	128	94.81
<b>Total</b>	<b>135</b>	<b>100.00</b>

Legend: 90 – 100 Outstanding      75 – 79 Fairly Satisfactory  
85- 89 Very Satisfactory      74 below Did not meet expectations  
80 – 84 Satisfactory

As shown in table 2.2, the performance of the experimental group on the 30-item pretest, 0% or 0 out of 135 students performed Outstanding in the said test while 0.74% or 1 student performed Very Satisfactory. Moreover, 2.22% or 3 students performed Satisfactory and Fairly Satisfactory. Finally, 94.81% or 128 out of 135 students in the experimental group did not meet the expectation.



**Figure 4.3. Performance of Students in the Experimental Group on the 30-Item Pretest**



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Based on Table 2.2 and Figure 4.3, most of the students in the experimental group performed poorly on the posttest because a large percentage of students did not meet expectation.

### **Problem Number 3. Comparison Between the Performance of the Control Group and the Experimental Group on the Pretest**

**Table 3**  
**The Test of Significance Between the Performance of the Control Group and the Experimental Group on the Pretest**

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pre-test of Control and Experimental group	2.141	5.615	4.430	.000	Significant	Reject $H_0$

Table 3 shows the test of significance between the performance of the control and the experimental groups on the pretest. The probability value, .000, is less than the level of significance at .05 so the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores/performance of the two groups of student-respondents on the pretest.

This implies that the performance of the control group and experimental group on the pretest was not the same and one group performed better than the other.

Figure 4.4 is the bar graph of data from Table 2.1 and 2.2. This graph shows the comparison between the performance of the control group and the experimental group on the 30-item pretest.

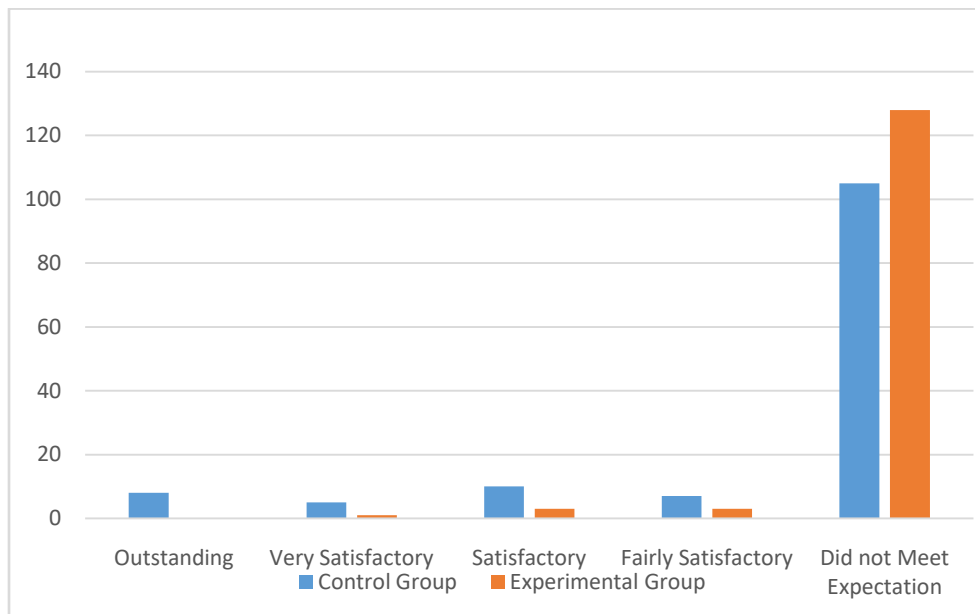




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**Figure 4.4 Performance of Students on the 30-Item Pretest (Control Group vs. Experimental Group)**

Based on Figure 3, both groups (control and experimental) performed poorly on the pretest since a lot of students did not meet expectation. This can be attributed to the fact that the contents of the test were not yet discussed. However, it can be observed that the control group performed better than the experimental group because a greater number of students got Outstanding, Very Satisfactory and Satisfactory marks and lesser number of students did not meet expectation. This validates the result of the t-test presented in Table 3.

#### **Problem Number 4. Performance of the Students in the Control Group and the Experimental Group on the Posttest**

Tables 4.1 and 4.2 present the performance of the students in the control group and experimental group on the 30-item posttest. The first column contains the indicators for performance, second column the frequency for each indicator and the third column the percentages.



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Figures 4.5 and 4.6 depict the graphical representation of the data from these tables.

**Table 4.1**  
**Performance of Students in the Control Group on the 30-Item Posttest**

Indicators	f	%
Outstanding	12	8.89
Very Satisfactory	7	5.19
Satisfactory	21	15.56
Fairly Satisfactory	21	15.56
Did not Meet Expectation	74	54.81
<b>Total</b>	<b>135</b>	<b>100.00</b>

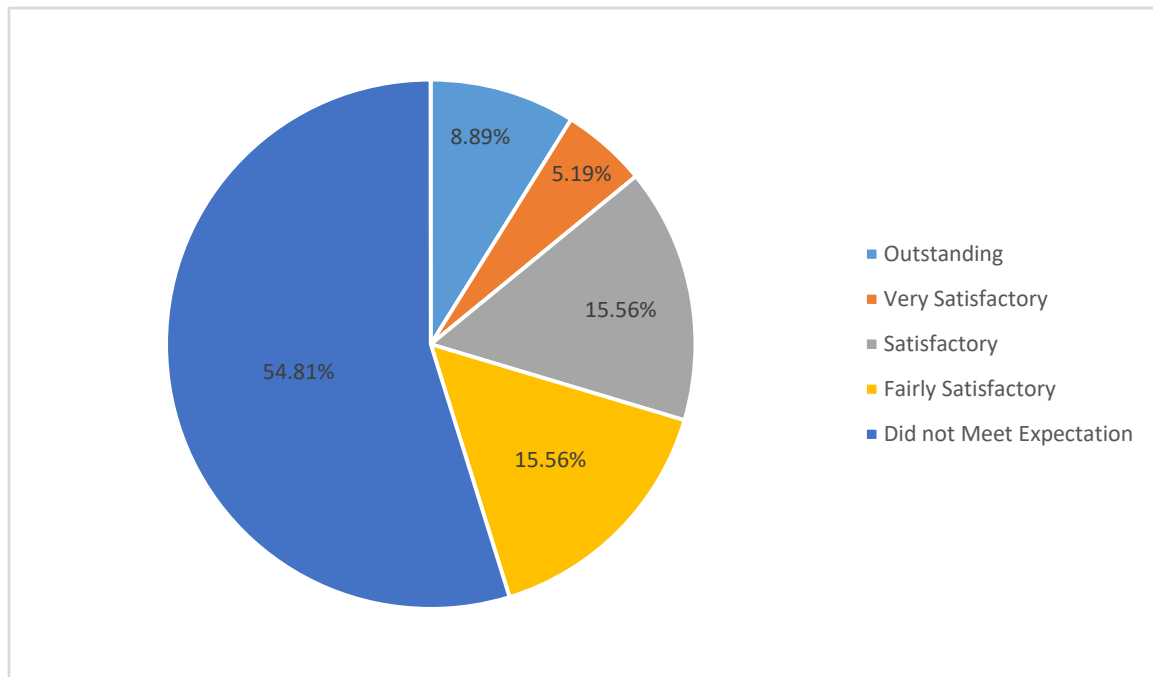
Legend: 90 - 100 Outstanding      75 - 79 Fairly Satisfactory  
85- 89 Very Satisfactory      74 below Did not meet expectations  
80 - 84 Satisfactory

As shown in table 4.1, the performance of the control group on the 30-item posttest, 8.89 % or 12 out of 135 students performed Outstanding in the said test while 5.19% or 7 students performed Very Satisfactory. In addition to that, 15.56% or 21 students performed Satisfactory and Fairly Satisfactory. Lastly, 54.81% or 74 out of 135 students in the control group did not meet the expectation.



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**Figure 4.5. Performance of Students in the Control Group on the 30-Item Posttest**

Based on Table 4.1 and Figure 4.5, the students in the control group performed poorly on the posttest because more than half of the students did not meet expectation.

**Table 4.2**  
**Performance of Students in the Experimental Group on the 30-Item Posttest**

Indicators	f	%
Outstanding	34	25.19
Very Satisfactory	30	22.22
Satisfactory	38	28.15
Fairly Satisfactory	15	11.11
Did not Meet Expectation	18	13.33
<b>Total</b>	<b>135</b>	<b>100.00</b>



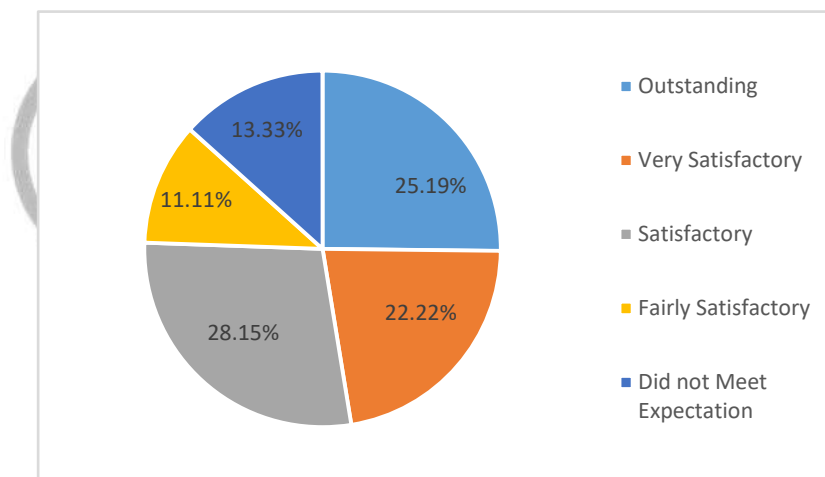
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Legend:      90 - 100 Outstanding      75 - 79 Fairly Satisfactory  
85- 89 Very Satisfactory      74 below Did not meet expectations  
80 - 84 Satisfactory

As shown in table 4.2, the performance of the experimental group on the 30-item posttest, 23.19% or 34 out of 135 students performed Outstanding in the said test while 22.22% or 30 students performed Very Satisfactory. Besides, 28.15% or 38 students performed Satisfactory and 11.11% or 15 students performed Fairly Satisfactory. Finally, 13.33 % or 18 out of 135 students in the experimental group did not meet the expectation.



**Figure 4.6. Performance of Students in the Experimental Group on the 30-Item Posttest**

Based on Table 4.2 and Figure 4.6, students in the experimental group performed well on the posttest because a large percentage of students got Outstanding, Very Satisfactory and Satisfactory marks and only few did not meet expectation.



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#### **Problem Number 5. Comparison Between the Performance of the Control Group and the Experimental Group on the Posttest**

**Table 5**  
**The Test of Significance Between the Performance of the Control Group and the Experimental Group on Posttest**

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Posttest of Control and Experimental group	-2.993	3.806	-9.136	.000	Significant	Reject $H_0$

Table 5 shows the test of significance between the performance of the control group and the experimental group on the posttest. The probability value, .000, is less than the level of significance at .05 so the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores/performance of the two groups of student-respondents on the posttest.

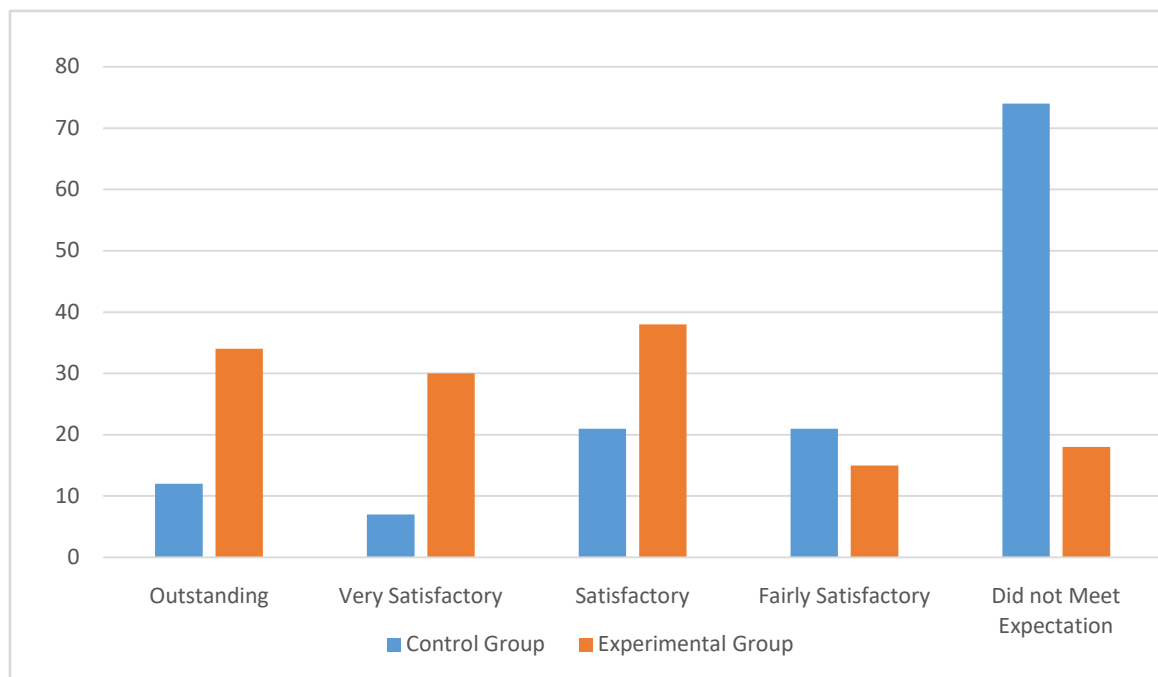
This implies that the performance of the control group and experimental group on the posttest was not the same and one group performed better than the other.



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Figure 4.7 is the bar graph of the data from Table 4.1 and 4.2. This graph shows the comparison between the performance of the control group and the experimental group on the 30-item posttest.



**Figure 4.7. Performance of Students on the 30-Item Posttest (Control Group vs. Experimental Group)**

Based on Figure 4.7, the performance of the students in the experimental group was better than that of the control group on the 30-item posttest because a greater number of students had Outstanding, Very Satisfactory and Satisfactory marks and a lesser number of students did not meet expectations. This means that the treatment (using of social media memes as



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an instructional tool) was effective in teaching the concept of Economics since it significantly improved the students' performance in the experimental group. This validates the result of the t-test presented in Table 5.

#### **Problem Number 6. Comparison Between the Performance on the Pretest and the Posttest of Control Group and Experimental Group**

**Table 6.1**  
**The Test of Significance Between the Performance on the Pretest and the Posttest of the Control Group**

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pre-test and Posttest of Control group	-2.526	2.888	-10.162	.000	Significant	Reject $H_0$

Table 6.1 shows the test of significance between the performance on the pre-test and the posttest of the control group. The probability value, .000, is less than the level of significance at .05 so the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores/performance of the group of student-respondents on the pretest and the posttest.

This implies that after the discussion of the lesson on the concept of Economics, the students learned something and performed better.



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**Table 6.2**  
**The Test of Significance Between the Performance on the Pretest and the Posttest of the Experimental Group**

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pre-test and Posttest of Experimental group	-7.659	3.484	-25.545	.000	Significant	Reject $H_0$

Table 6.2 shows the test of significance between the performance on the pretest and the posttest of the experimental group. The probability value, .000, is less than the level of significance at .05 so the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores/performance of the group of respondents on the pretest and the posttest.

This implies that after the discussion of the concept of Economics using social media memes as an instructional tool in the experimental group, there is a great change in the performance of the students.

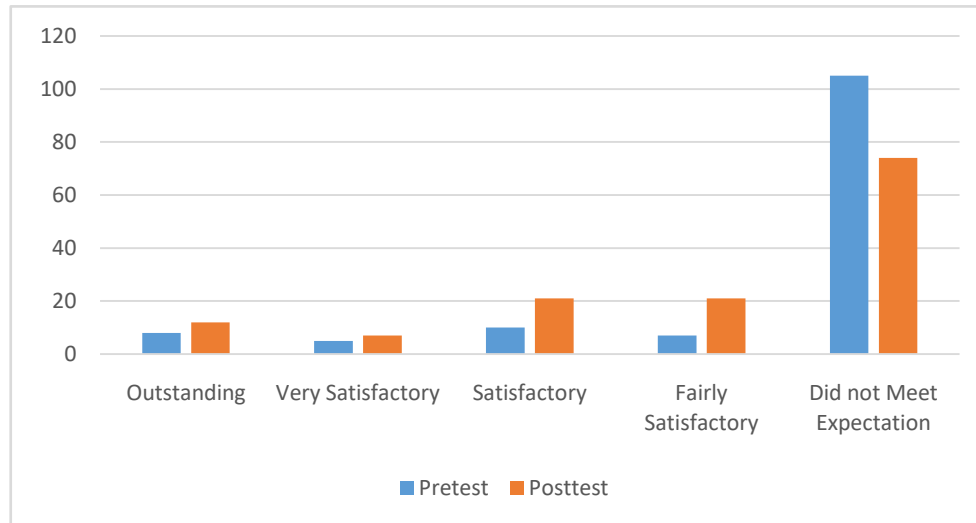
Figures 4.8 and 4.9 depict the graphical representation of the data from Tables 2.1, 2.2, 4.1 and 4.2. Figure 4.8 shows the comparison of the performance of the control group on the pretest and the posttest whereas Figure 4.9 shows that of the experimental group.





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**Figure 4.8.**

**Performance of Students in the Control Group on the 30-Item Pretest vs. Posttest**



**Figure**

**4.9.**

**Performance of Students in the Experimental Group on the 30-Item Pretest vs. Posttest**

Based on Figures 4.8 and 4.9, indeed, there is a significant difference in the performance of the students on the pretest and the posttest. However, it can be observed that there was a



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higher gain of score or greater improvement in the performance of the experimental group after the discussion. The experimental group's performance was lower on the pretest but on the posttest, it was higher. The number of students who got Outstanding, Very Satisfactory and Satisfactory increased while the number of students who did not meet expectations decreased. Control group did have an increase in performance but not significant enough because majority of the students still did not meet the expectation after the discussion. Thus, the use of social media memes as an instructional tool in teaching the concept of Economics was effective for it significantly improved the performance of the student-respondents in the experimental group.

Since most social media memes contain humor (as stated by Anasih and Kariko (2019) that self-reflective memes are the most widely used memes since they are funny), these findings in the study is consistent with the test and survey made by Henderson (2015). Results showed that retention was strongest in the lectures with content-related humor, and that students reported more enjoyment in the experience. Another study which supports the findings was made by Wanzer and Frymier (2015) where results indicated that a high humor orientation (HO) was associated with increased student perceptions of learning.

In a similar study, Alkhatab (2012), suggested that using humor in nursing classrooms increases nursing students' information retention and increases their attention. These indicate that humor, provided it is not used in excess, can increase attention and interest and helps illustrate and reinforce what is being taught (Powell & Andresen, 2016).



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#### **Problem Number 7. Problems Encountered as Assessed by the Teacher-Respondents in Teaching the Topic to The Students in Relation to Social Media Memes**

Table 7 presents the problems encountered as assessed by the teacher-respondents in teaching the topic to the students in relation to social media memes. There were 6 teacher-respondents. The first column contains the problems, second column the mean rating and third column the verbal interpretation. Value of the mean rating ranges from 1.00 – 4.00 wherein 1.00 is the lowest and 4.00 is the highest. If the rating is 1.00 – 1.74, the verbal interpretation is strongly disagree, 1.75 – 2.49 is disagree, 2.50 – 3.24 is agree and 3.25 – 4.00 is strongly agree.

Figure 4.10 depicts the graphical representation of data from Table 7.

**Table 7**  
**Problems Mostly Encountered as Assessed by the Teacher-Respondents in Teaching the Topics to The Students in Relation to Social Media Memes**

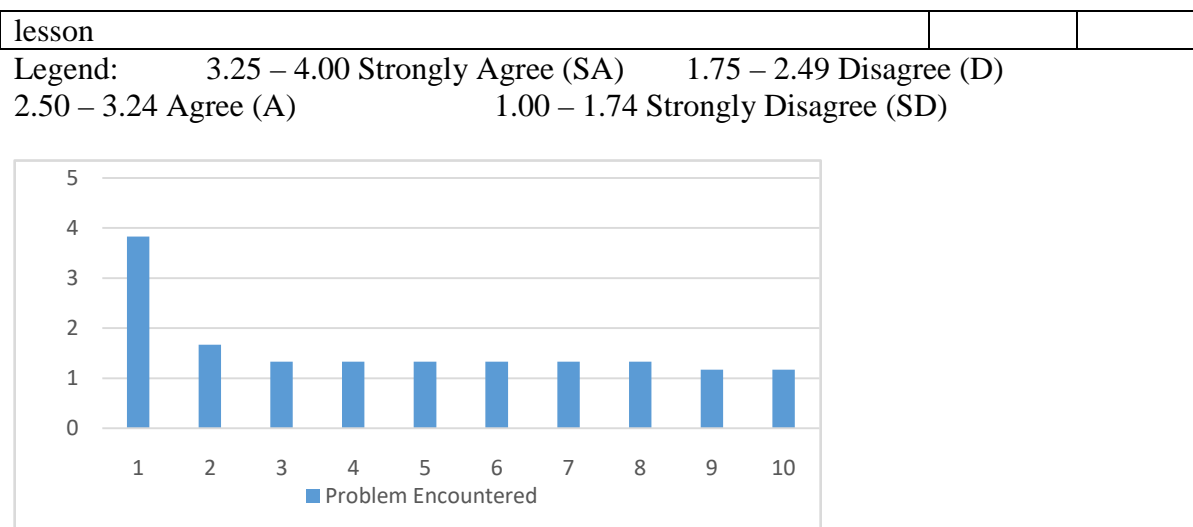
<b>Problems Encountered</b>	<b><math>\bar{X}</math></b>	<b>VI</b>
There were no available social media memes related to the topic on the internet.	3.83	SA
Students got a different meaning from what the social media memes meant.	1.67	SD
Social media memes used were not appropriate for the lesson and for the learners.	1.33	SD
Students did not understand what the social media memes convey.	1.33	SD
Students did not get the social, political, and cultural idea/concept encapsulated in the social media memes.	1.33	SD
Students were more confused because social media memes conveyed a lot of messages	1.33	SD
Students did not pay much attention to the social media memes.	1.33	SD
Teachers had difficulty relating the concept behind the social media memes to the topic.	1.33	SD
Social media memes used were offensive to some students	1.17	SD
Teachers had difficulty incorporating the social media memes in the	1.17	SD



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**Figure 4.10. Problems Mostly Encountered as Assessed by the Teacher-Respondents in Teaching the Topics to The Students in Relation to Social Media Memes**

As shown on Table 7 and Figure 4.10, the main problem encountered by the teacher-respondents was that there were no available social media memes related to the topic on the internet which had a computed mean of 3.83. All the other identified problems were not really a major problem and had computed means of 1.17, 1.33 and 1.67, respectively. This can be attributed to the fact that the level of acceptability of the social media memes as assessed by the student-respondents was high. This implies that teachers can use social media memes as an instructional tool because there were not many problems encountered and students' performance did improve when these were used in the discussion.

Since the main problem that arose was that there no available social media memes related ot the topic on the internet, the researcher created an instructional material using social media memes.



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**Problem Number 8. The Proposed Instructional Material Using Social Media Memes**

As an output, an instructional material for the Araling Panlipunan 9 using social media memes was developed to have a guide which is relevant, conversational and easy to use.

Sample of this instructional tool can be seen in the appendix.

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#### CHAPTER 5

##### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of all the findings, conclusion and recommendations.

##### **Summary of Findings**

With the aim to develop a new instructional tool in teaching the concept of Economics to Grade 9 students, the researcher assessed the acceptability and effectivity of using social media memes as an instructional tool in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School AY 2020 - 2021. The researcher used a quasi-experimental design, specifically, pretest-posttest design. The researcher purposively chose 270 Grade 9 students to be the student-respondents and 6 junior high school teachers/personnel to be the teacher-respondents of the study in the said locality. The student-respondents were separated into two groups, control and experimental, which have 135 students each. Both the groups took a 30-item pretest. Afterwards, the treatment, which is using social media memes as an instructional tool, was applied to the experimental group. Then, a 30-item posttest was given to both groups after the discussion of the topic. In addition to that, a survey questionnaire, which passed the validity and reliability testing, was administered to the student-respondents in the experimental group to assess the level of acceptability of the social media memes as an instructional tool. Similarly, a survey questionnaire was administered to the teacher-



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respondents to assess the problems encountered in teaching the concept of Economics using social media memes. Finally, data were analyzed and interpreted. The researcher come up with the following findings.

#### **Findings:**

1. The level of acceptability of social media memes as an instructional tool as assessed by the student-respondents in terms of (a) objective, (b) content, (c) language and style, (d) illustration, (e) organization and (f) general evaluation are 3.56, 3.62, 3.58, 3.66, 3.75 and 3.73, respectively. The verbal interpretation for all is highly accepted.
2. On the 30-item pretest, 77.78% of the control group and 94.81% of the experimental group had a performance of did not meet expectation.
3. There is a significant difference between the performance of the control group and the experimental group on the pretest.
4. On the 30-item posttest, 54.81% of the control group and 13.33% of the experimental group had a performance of did not meet expectation.
5. There is a significant difference between the performance of the control group and the experimental group on the 30-item posttest.
6. There is a significant difference between the performance on the pretest and the posttest of both the control group and the experimental group.



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7. Among the problems assessed by the teacher-respondents, the problem that there were not enough resources of social media memes on the internet related to the topic had the highest rating with a computed mean of 3.83.

#### **Conclusion**

The researchers arrived at the following conclusions based on the findings of the study.

1. The social media memes as an instructional tool as assessed by the student-respondents in the experimental group was highly acceptable in terms of objective, content, language and style, illustration, organization and general evaluation.
2. On the 30-item pretest, both the control and experimental groups performed poorly with a large percentage of students did not meet expectation.
3. The control group's performance on the 30-item pretest was better than that of the experimental group.
4. On the 30-item posttest, the performance of the control group was still poor while that of the experimental group was already good.
5. The experimental group's performance on the 30-item posttest was better than that of the control group.
6. There was an increase in the performance of both groups, control and experimental, from the pretest to the posttest. However, there was a greater increase in performance in the experimental group.





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7. The main problem identified by the teacher-respondents was there were not enough resources of social media memes on the internet related to the topic.

Therefore, it can be said that the use of social media memes as an instructional tool was acceptable and effective in teaching the concept of Economics to Grade 9 students of Santa Rosa Science and Technology High School AY 20202 – 2021. The researcher then developed an instructional material using social media memes as an output of the study.

#### **Recommendations**

In the light of the findings and conclusions drawn from the study, the following are recommended:

1. The highest and lowest indicators and criterion should be considered. For the highest measures should be done for it to be consistent. For the lowest, these should be addressed and improved.
2. For us teachers, do not create questions that demand the memorization of extraneous (i.e., picky) detail. Students should not be tested on whether they remember a particular word or phrase, or whether they remember if prevalence rates were 13% or 15%, but rather on whether they have learned important concepts and related facts.
3. Instead of two groups being compared, additional groups may be added.
4. Another test after the posttest may be administered to further confirm the results.



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5. The faculty especially those who are teaching the Economics (Araling Panlipunan) must adapt the findings of this study. Also, they should educate the students and parents of how memes, along with the other fragments of social media, can help in facilitating the learning of the students.

6. Questions in the posttest must not be exactly similar to the pretest. Variations can be made but the same competency/skill is being measured. Items found to be already known by most students during item analysis of the pretest should be removed and replaced.

7. Teachers are expected to adopt as many as possible social media memes to promote students' engagement inside the classroom activity. Utilizing instructional tool developed may help teachers to decrease students' boredom inside classroom since it proposes a new kind of activity.

8. Teachers can develop authentic, contextualized, and localized instructional materials in Araling Panlipunan subjects to enhance the skills of the students. Write teacher-made localized and authentic strategic instructional materials with relevance, quality, and flexibility. ICT must keep and organize instructional tools.

9. Future researchers can undertake a similar study. However, if they intend to enhance and elaborate this research, they can have their focus on how social media memes impact other aspects of student learning.



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#### APPENDIX A

##### LCBA Research Ethics and Integrity Board Clearance

The LCBA Research Ethics and Integrity Board (LCBA-REIB) has recently reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your Research Project is now deemed to meet the requirements stipulated in the LCBA Research Manual and full ethical approval has been granted.

Project Title	SOCIAL MEDIA MEMES AS AN INSTRUCTIONAL TOOL IN TEACHING THE CONCEPT OF ECONOMICS TO GRADE 9 STUDENTS OF SANTA ROSA SCIENCE AND TECHNOLOGY HIGH SCHOOL AY 2020 - 2021
Approval Date	
Expiry Date	
LCBA-REIB Decision	<b>CLEARED AND APPROVED</b>

The standard conditions of this approval are:

- (a)conduct the research project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal required by the LCBA-REIB
- (b)advise (email: info@lcba.edu.ph) immediately of any complaints or other issues in relation to the project which may warrant review of the ethical approval of the research project
- (c)make submission for approval of amendments to the approved project before implementing such changes
- (d)Provide a 'final report' when the research project is complete
- (e)Advise in writing if the research project has been discontinued.

Please note that failure to comply with the conditions of approval may result in withdrawal of approval for the research project.

Chair, LCBA Research Ethics and Integrity Board





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### APPENDIX B

### Letter for Validation of Questionnaire



LAGUNA COLLEGE OF BUSINESS AND ARTS  
*School of Graduate Studies*

September 19, 2020

**PROF. MELCHOR VILLAPANDO**  
Graduate School Professor  
Laguna College of Business and Arts  
Calamba City

Dear Sir:

I am a graduate school student of Laguna College of Business and Arts taking up Master of Arts in Education major in Social Studies and is currently working on my study entitled the **"Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021"**.

With your expertise, I am humbly asking your permission to validate the attached survey instrument for the study using the attached rating tool.

I am looking forward that my request would merit your positive response regarding this matter. Thank you very much.

Respectfully yours,

**JANNA GARCIA VILLANUEVA**  
Researcher

Noted:

**MARK CHRISTOPHER MALALUAN**  
Thesis Adviser

**DR. MA. LORENA M. TAGALA**  
Dean, School of Graduate Studies





## LAGUNA COLLEGE OF BUSINESS AND ARTS SCHOOL OF GRADUATE STUDIES

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### APPENDIX C

#### Letter for Approval of Questionnaire (Calamba)



LAGUNA COLLEGE OF BUSINESS AND ARTS  
*School of Graduate Studies*

October 19, 2020

**SUSAN DL ORIBIANA**

Schools Division Superintendent  
Schools Division of Calamba City  
Calamba City

Dear Madam:

I am a graduate school student of Laguna College of Business and Arts taking up Master of Arts in Education major in Social Studies and is currently working on my study entitled the "**Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021**".

With this, I am humbly asking your permission to conduct the pilot testing for twenty (20) students from the school under your supervision, **Calamba City Science High School**, the attached survey instrument for the study.

I am looking forward that my request would merit your positive response regarding this matter. Thank you very much.

Respectfully yours,

**JANNA GARCIA VILLANUEVA**  
Researcher

Noted:

**MARK CHRISTOPHER MALALUAN**  
Thesis Adviser


**DR. MA. LORENA M. TAGALA**  
Dean, School of Graduate Studies

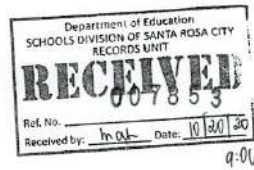


## LAGUNA COLLEGE OF BUSINESS AND ARTS SCHOOL OF GRADUATE STUDIES

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### Letter for Approval of Questionnaire (Santa Rosa)

  
**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
*School of Graduate Studies*

  
9-00

October 20, 2020

**MANUELA S. TOLENTINO, CESO V**  
Schools Division Superintendent  
Division of Santa Rosa City  
2nd Flr. Leon Arcillas Bldg. Brgy. Market Area Santa Rosa City, Laguna

Dear Madam:


The undersigned is a graduate school student from Laguna College of Business and Arts (LCBA) conducting a research study entitled "**Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021**" in partial fulfillment of the requirements for the Degree of Master of Arts in Education Major in Social Studies.


For this reason, I would like to ask your permission to allow me to conduct survey in the aforementioned school.


I anticipate with gratitude your favorable approval on this request and I assure you that the information gathered shall be treated with strict confidentiality and shall be used exclusively for the purpose of the study.

Attached herewith is the survey questionnaire of the study.

Thank you and God bless.

Respectfully yours,  
  
**INNA GARCIA VILLANUEVA**  
Researcher

Noted:  
  
**MARK CHRISTOPHER MALALUAN**  
Thesis Adviser

  
**DR. MA. LORENA M. TAGALA**  
Dean, School of Graduate Studies



# LAGUNA COLLEGE OF BUSINESS AND ARTS

## SCHOOL OF GRADUATE STUDIES

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Republic of the Philippines  
**Department of Education**  
REGION IV-A  
SCHOOLS DIVISION OFFICE OF SANTA ROSA CITY

October 22, 2020

**INNA GARCIA VILLANUEVA**  
Researcher  
Laguna College of Business and Arts  
School of Graduate Studies

Dear researcher:

This pertains to your request for the conduct of research study, "Social Media Memes as Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020-2021."

The Schools Division Office hereby allows the conduct of the necessary data gathering procedures to the specified school as your target research locale, wherein the observance of the minimum health protocols set by the Department of Health (DOH) and the Inter-Agency Task Force (IATF) shall be strictly followed.

In addition, the Planning and Research Section (PRS) of School Governance and Operations Division (SGOD) respectfully requests a copy of the full paper upon completing the conduct of the said research study in order to have additional research-based data which can also be utilized as basis in addressing other issues among the schools. You may send the soft copy through this link: [bit.ly/SRCresearchportal](https://bit.ly/SRCresearchportal).

Thank you.

Very truly yours,

**MANUELA S. TOLENTINO, CESO V**  
Schools Division Superintendent



20-100cm-1501  
2nd Flr. Leon C. Arcillas Bldg Brgy. Market Area, City of Santa Rosa, Laguna  
(049) 534-5283  
[santarosa.city@deped.gov.ph](mailto:santarosa.city@deped.gov.ph) [www.depedsantarosa.ph](http://www.depedsantarosa.ph)



44 100 19 93 0017



# LAGUNA COLLEGE OF BUSINESS AND ARTS

## SCHOOL OF GRADUATE STUDIES

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### APPENDIX D

#### Letter of Request for the School Head (Calamba Science High School)



LAGUNA COLLEGE OF BUSINESS AND ARTS  
School of Graduate Studies

October 18, 2020

**BERNARDITA O. SALAZAR**  
Principal II  
**CALAMBA CITY SCIENCE HIGH SCHOOL**  
Chipeco Avenue, Barangay 3  
City of Calamba, Laguna

Dear Madam:

The undersigned is a graduate school student from Laguna College of Business and Arts (LCBA) conducting a research study entitled **"Social Media Memes as an Instructional Tool In Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021"** in partial fulfillment of the requirements for the Degree of Master of Arts in Education Major in Social Studies.

For this reason, I would like to ask your permission to allow me to conduct my study to twenty (20) Grade 9 students for Cronbach's Reliability Test.

I anticipate with gratitude your favorable approval on this request and I assure you that the information gathered shall be treated with strict confidentiality and shall be used exclusively for the purpose of the study.

Attached herewith are the endorsement letter from the Division Office, survey questionnaires of the study, lesson plan, instructional materials and pre-test/post-test (google form).

Thank you and God bless.

Respectfully yours,  
**INNA GARCIA VILLANUEVA**  
Researcher

Noted:  
**MARK CHRISTOPHER MALALUAN**  
Thesis Adviser

**DR. MA. LORENA M. TAGALA**  
Dean, School of Graduate Studies

Received:   
CHRISTINE S. BENZON  
Oct 30, 2020




# LAGUNA COLLEGE OF BUSINESS AND ARTS

## SCHOOL OF GRADUATE STUDIES

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### Letter of Request for the School Head

(Santa Rosa Science and Technology High School)

  
**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
*School of Graduate Studies*

October 20, 2020

**JONAH N. SALVAN**  
Principal IV  
**SANTA ROSA SCIENCE AND TECHNOLOGY HS**  
Brgy. Market Area Santa Rosa City, Laguna



Dear Sir:

The undersigned is a graduate school student from Laguna College of Business and Arts (LCBA) conducting a research study entitled **"Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021"** in partial fulfillment of the requirements for the Degree of Master of Arts in Education Major in Social Studies.


For this reason, I would like to ask your permission to allow me to conduct survey to Grade 9 students of this school.

I anticipate with gratitude your favorable approval on this request and I assure you that the information gathered shall be treated with strict confidentiality and shall be used exclusively for the purpose of the study.


Attached herewith are the endorsement letter from the Division Office, survey questionnaires of the study, lesson plan, instructional materials and pre-test/post-test (google form).

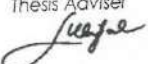
Thank you and God bless.


Respectfully yours,

  
**INNA GARCIA VILLANUEVA**  
Researcher

Noted:

  
**MARK CHRISTOPHER MALALUAN**  
Thesis Adviser

  
**DR. MA. LORENA M. TAGALA**  
Dean, School of Graduate Studies

  
**JONAH N. SALVAN**  
Principal IV





# LAGUNA COLLEGE OF BUSINESS AND ARTS

## SCHOOL OF GRADUATE STUDIES

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### APPENDIX E

#### Indorsement letter from SDO-Calamba City



Republic of the Philippines  
**Department of Education**  
Region 4A CALABARZON  
SCHOOLS DIVISION OF CALAMBA CITY

**1<sup>st</sup> INDORSEMENT**  
October 22, 2020

Respectfully returned to **Ms. Inna Garcia Villanueva**, approving the attached request to conduct Cronbach's Reliability Test to twenty (20) Grade 9 students in Calamba City Science High School. This is for the completion of her study entitled **"Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Sta. Rosa Science and Technology High School AY 2020 - 2021"**

It is expected that adherence to DepEd's time-on-task policy, shall be observed ensuring that no disruption of classes will occur in the conduct of the said activity. All the data gathered shall be used solely for the research purposes in compliance with Data Privacy Act 2012.

Requesting also that this office will be furnished a copy of the results of the study.

  
**SUSAN D. ORIBIANA**  
Schools Division Superintendent

Romeo



Address: City Hall Compound, Brgy. Real, Calamba City, Laguna  
Telephone No: (049) 545-7331  
Email Address: calamba.city@deped.gov.ph  
Website: <https://depedcalambacity.com>





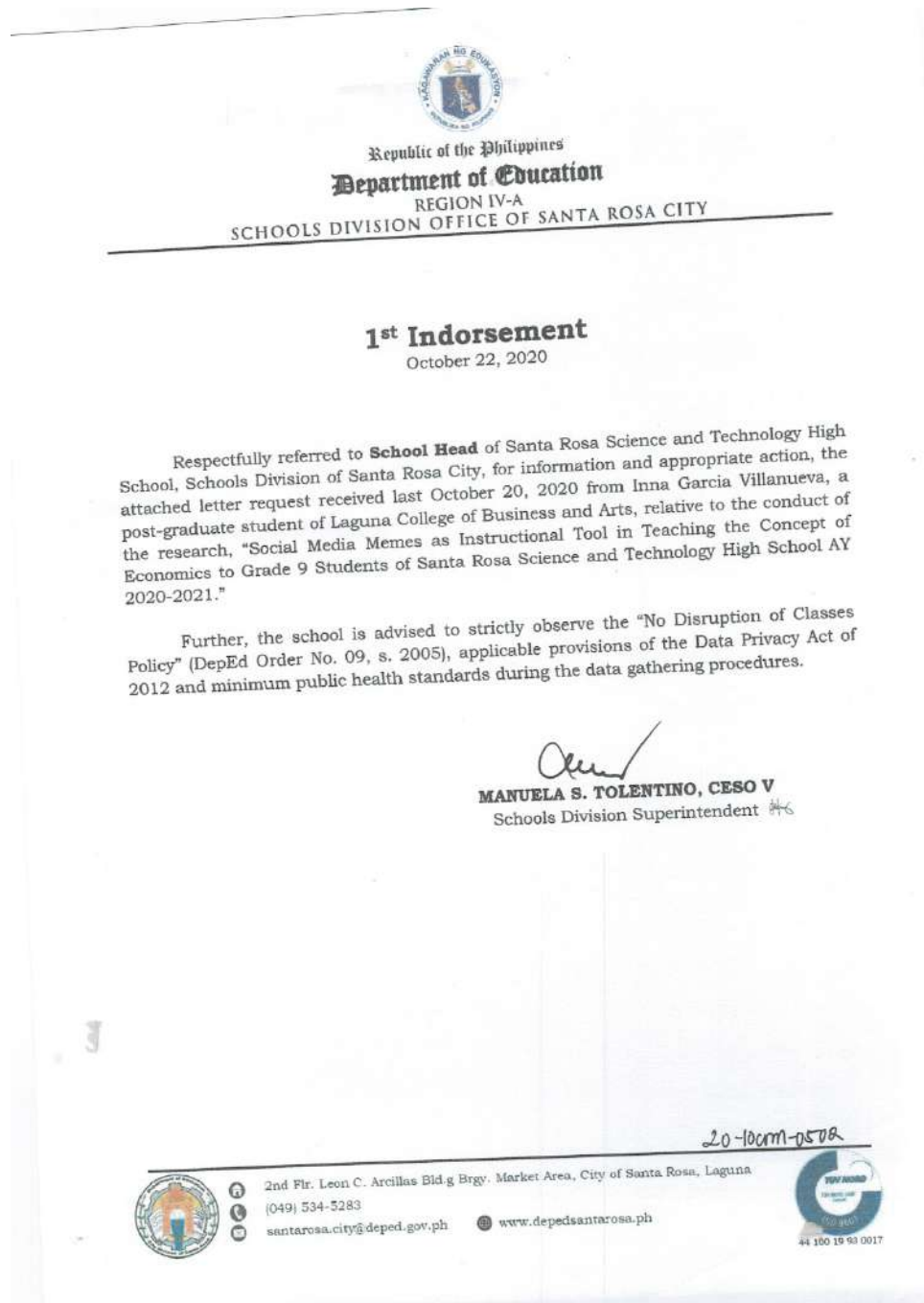
# LAGUNA COLLEGE OF BUSINESS AND ARTS

## SCHOOL OF GRADUATE STUDIES

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### APPENDIX F

#### Indorsement letter from SDO-Santa Rosa City





## LAGUNA COLLEGE OF BUSINESS AND ARTS

### SCHOOL OF GRADUATE STUDIES

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#### APPENDIX G

##### Letter of Consent

### CONSENT: "Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021"

Dear Parents/Students,

I am currently conducting a study on "Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021".

In view of this, I would like to seek consent from you, students and parents, on a survey which will be asking you to provide your honest opinions and views based on the given questions. Your responses will be of great help in validating the impact of Social Media Memes as an Instructional Tool in Teaching the Concept of Economics. This will be your chance to reflect and express your views on the item which you wish to answer and hopefully add to the data on the need to make your learning experience meaningful and effective.

Rest assured that the records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify you as participants of the study. Research records will be stored securely and only the undersigned researcher will have access to the records.

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with your teachers. If you decide to participate, you are free to not answer any question or withdraw any time.

If you have questions and clarifications, you can send it directly to my email at [teacher.inna.fs6@gmail.com](mailto:teacher.inna.fs6@gmail.com).

Thank you very much in anticipation of your favorable consideration of this matter.

Very truly yours,

INNA G. VILLANUEVA





**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
**SCHOOL OF GRADUATE STUDIES**

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**APPENDIX H**

**Survey Instrument for Students**

**THE QUESTIONNAIRE**

**Thesis Title: “Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021”**

**Proponent: Inna G. Villanueva**

**Master in Educational Management- Social Studies-CANDIDATE**

**Survey Questionnaire**

Dear School Head, Teachers and Students:

This survey questionnaire is designed to gather data and information on the “Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021”. The researcher appreciates very much for your cooperation in thoroughly accomplishing this survey questionnaire.

Please fill in the needed information or check the column provided for. All the information gathered will be treated highly confidential and will be used solely for the purpose of this study.

The Researcher



## LAGUNA COLLEGE OF BUSINESS AND ARTS

### SCHOOL OF GRADUATE STUDIES

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### Survey Questionnaire

#### Survey Questionnaire

Dear Students:

This survey questionnaire is designed to gather data and information in the “Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021” The researcher will appreciate very much your cooperation in thoroughly accomplishing it.

Please fill in the needed information or check the column provided for. All the information will be treated highly confidential and will be used only for the purpose of this study.

#### Part I. Profile of Respondents (Students Only)

Name:(optional) \_\_\_\_\_

1.1. Age:

1.2. Gender: (        ) Male (        ) Female

1.3. Number of Siblings: (        ) 0-5 (        ) 5-10 (        ) 11 and above

1.4. Parent's Occupation: \_\_\_\_\_

#### Part II. Acceptability of Social Memes Used in the Discussion

Directions: Below are descriptions of the level of acceptability of social memes used in the discussion. Please check (✓) the rating which best describes your level of assessment of each item below.

DESCRIPTION	VERBAL INTERPRETATION	RATING
3.50-4.49	Strongly Agree (SA)	4
2.50-3.49	Agree (A)	3
1.50-2.49	Disagree (D)	2
1.00-1.49	Strongly Disagree (D)	1

#### 1.OBJECTIVES

##### INDICATORS

4    3    2    1

1.1. Objectives are specific and align to the learning objectives.

1.2. The objectives were geared toward the content, exercises, activities and feedback.

1.3. The objectives were expressed in language that is easy (for you) to



## LAGUNA COLLEGE OF BUSINESS AND ARTS

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understand.

1.4. The objectives were specific, measurable, achievable, relevant and time bound.

1.5 The objectives described an observable result.

1.6. The objectives were designed to develop my critical thinking.

1.7. The objectives addressed the knowledge, skills and values I need to develop.

1.8. The objectives were aligned with the learning competency.

1.9. The objectives were designed to promote association of past and present knowledge and experience

1.10. The objectives were well-defined and clearly stated.

### 2.CONTENT

#### INDICATORS

4 3 2 1

2.1. The social media memes were used to introduce new topic to be discussed.

2.2. The social media memes used reflected current lesson.

2.3. The social media memes used had human interest features making it interesting to read.

2.4. The social media memes used reinforced the teaching and enhanced the learning.

2.5. The social media memes helped release stress or clarified a topic that was sensitive or controversial.

2.6. The content of the social media memes encapsulated social, political and cultural ideas/concepts which I easily understood.

2.7. The content of the social media memes did not convey a different meaning from what it meant.

2.8. The content of the social media memes did not cause confusion and did not convey multiple messages.

2.9. The content of the social media memes caught my attention and made me be engaged to the lesson.

2.10. The content of the social media memes was gender and culture sensitive.

### 3.LANGUAGE AND STYLE

#### INDICATORS

4 3 2 1

3.1. Language used was easily understandable.

3.2. The presentation of the social media memes was relatable.



## LAGUNA COLLEGE OF BUSINESS AND ARTS

### SCHOOL OF GRADUATE STUDIES

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- 3.3. Language of the social media memes was presented in a simple manner.
- 3.4. Social media memes used had simple picture/ illustration/image and a catchy phrase relative to the classroom topic.
- 3.5. The structure and style of the social media memes were appropriately designed.
- 3.6. The language and style encapsulated social, political and cultural idea/concept which I easily understood.
- 3.7. The language and style used in the social media memes did not convey a different meaning from what it meant.
- 3.8. The language and style used in the social media memes did not cause confusion and did not convey multiple messages.
- 3.9. The language and style of the social media memes caught my attention and made me be engaged to the lesson.
- 3.10. The language and style were gender and culture sensitive.

#### 4. ILLUSTRATION

##### INDICATORS

4   3   2   1

- 4.1. Social memes used had video or colorful text that uses humor.
- 4.2. images, video, and texts of social memes served as motivation for me to be engaged in the teaching and learning process.
- 4.3. Colorful lay-out and pictures easily relayed the message.
- 4.4. The layout and the images and texts were done in colorful manner that easily conveyed ideas.
- 4.5. The illustrations of social memes helped me to remember the lesson learned in class.
- 4.6. The illustrations of the social media memes encapsulated social, political and cultural idea/concept which I easily understood..
- 4.7. The illustrations of the social media memes did not convey a different meaning from what they meant.
- 4.8. The Illustrations of the social media memes did not cause confusion and did not convey multiple messages.
- 4.9. The illustration of the social media memes caught my attention and made me be engaged to the lesson.
- 4.10. The illustrations of the social media memes were gender and culture sensitive.

#### 5. ORGANIZATION

##### INDICATORS

4   3   2   1



## LAGUNA COLLEGE OF BUSINESS AND ARTS

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- 5.1. The mental model created by social memes was useful in helping me gain understanding of a topic/lesson that is difficult to understand.
- 5.2. The social media memes conveyed critical thinking.
- 5.3. The social media memes aided me to remember a message paired with a relevant visual/image.
- 5.4. The ideas and content of the social media memes were well-defined.
- 5.5. Words in the social media memes followed a logical sequence.
- 5.6. The organization of the social media memes helped me to capture the social, political and cultural concept encapsulated in them.
- 5.7. The organization of the social media memes did not result in a different meaning from what it meant.
- 5.8. The organization of the social media memes did not cause confusion and did not convey multiple messages.
- 5.9. The organization of the social media memes caught my attention and made me be engaged to the lesson.
- 5.10. The organization of the social memes helped in conveying a clear message.

#### 6. GENERAL EVALUATION

##### INDICATORS

- 6.1. In general, social media memes were appropriate for me.
- 6.2. The social memes can be applied to all students to improve (our) understanding of the topic.
- 6.3. The social media memes gave us the perception to develop our higher order thinking skills.
- 6.4. The use of the social media memes improved my learning capacity.
- 6.5. Social media memes were effective tools in the discussion.
- 6.6. The social media memes used encapsulated social, political and cultural idea/concept which I easily understood.
- 6.7. The social media memes used did not convey different meanings from what they meant.
- 6.8. The social media memes used did not cause confusion and did not convey multiple messages.
- 6.9. The social media memes used caught my attention and made me be engaged to the lesson.
- 6.10. The social media memes used were gender and culture sensitive.

4   3   2   1



**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
**SCHOOL OF GRADUATE STUDIES**

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**APPENDIX I**

**Survey Instrument for Teachers**

**For Teacher Respondents**

Dear Teachers:

This survey questionnaire is designed to gather data and information in the “**Social Media Memes as an Instructional Tool in Teaching the Concept of Economics to Grade 9 Students of Santa Rosa Science and Technology High School AY 2020 - 2021**”. The researcher will appreciate very much your cooperation in thoroughly accomplishing it. Please fill in the needed information or check the column provided for. All the information will be treated highly confidential and will be used only for the purpose of this study.

Respectfully yours,

INNA GARCIA VILLANUEVA  
Researcher

Name (optional): \_\_\_\_\_  
Age: \_\_\_\_\_ Years in Teaching: \_\_\_\_\_

**Problems Encountered by the Teacher Respondents in Teaching the Topic to Their Students in Relation to Social Media Memes**

Directions: Below are descriptions of the problems or challenges you encountered in teaching the topic to your students in relation to social media memes. Please tick(/) the rating which best describes your level of assessment of each item below.

DESCRIPTION	VERBAL INTERPRETATION	RATING
3.50-4.49	Strongly Agree (SA)	4
2.50-3.49	Agree (A)	3
1.50-2.49	Disagree (D)	2
1.00-1.49	Strongly Disagree (SD)	1



## LAGUNA COLLEGE OF BUSINESS AND ARTS

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INDICATORS	4	3	2	1
<b>Problems or Challenges Encountered in Teaching the Topic in Relation to Social Media Memes</b>				
1. There were no available social media memes related to the topic on the internet.				
2. Social media memes used were not appropriate for the lesson and for the learners.				
3. Social media memes used were offensive to some students.				
4. Students did not understand what the social media memes convey.				
5. Students did not get the social, political, and cultural idea/concept encapsulated in the social media memes.				
6. Students got a different meaning from what the social media memes meant.				
7. Students were more confused because social media memes conveyed a lot of messages				
8. Students did not pay much attention to the social media memes.				
9. Teachers had difficulty incorporating the social media memes in the lesson.				
10. Teachers had difficulty relating the concept behind the social media memes to the topic.				

**Others: (Please specify)**

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# LAGUNA COLLEGE OF BUSINESS AND ARTS

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### APPENDIX J

#### LESSON PLAN for the Controlled Group

(Para sa hindi gagamit ng Social Memes)

BANGHAY-ARALIN SA ARALING PANLIPUNAN (EKONOMIKS)

June 2020

#### KASANAYAN SA PAGKATUTO:

Ang mga mag-aaral ay:

- Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng pamantayan sa pamimili.

#### PAMANTAYAN SA PAG-GANAP:

- Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

#### PAMANTAYAN PANGNILALAMAN:

Ang mga mag-aaral ay may pag-unawa:

- sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.

#### I. Layunin

Sa pagtatapos ng aralin ang mga mag-aaral ay inaasahang:

1. Natatalakay ang kahulugan ng matalinong mamimili o konsyumer.
2. Nakasusunod sa pamantayan ng matalinong mamimili.
3. Nasusukat ang pansariling kakayahan bilang isang konsyumer.

#### II. Paksang-Aralin: Ang Matalinong Mamimili

**Sanggunian:** Kayamanan (Ekonomiks) Binagong Edisyon pahina 59-63

Ekonomiks, Mga Konsepto, Aplikasyon at Isyu, pahina 86-93

**Kagamitan:** Mga kagamitang biswal, powerpoint presentation, laptop, projector at white screen, picture flash cards, kartolina

**Kakayahan:** Pag-susuring kritikal

**Pagpapahalaga:** kooperasyon, pagiging responsable, pagiging independent, mapamaraan.

#### III. Pamamaraan

Gawain ng Guro	Gawain ng Mag-aaral
<b>A. PANIMULANG GAWAIN</b>  <b>1. Panalangin</b>  Magsitayo ang lahat.  Ngayon, simulan natin ang ating aralin sa pamamagitan ng isang panalangin.	





## LAGUNA COLLEGE OF BUSINESS AND ARTS

### SCHOOL OF GRADUATE STUDIES

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<p>Dan, maaari bang pangunahan mo ang pagdarasal.</p> <p><b>2. Pagbati</b></p> <p>Magandang hapon sa inyong lahat.</p> <p><b>3. Pagtatala ng Liban</b></p> <p>Maaari bang ayusin muna ninyo ang inyong mga upuan at pulutin ang mga kalat.</p> <p>Mayroon bang liban sa klase?</p> <p>Magaling. Palakpakan ang inyong sarili</p> <p><b>4. Balik-Aral</b></p> <p>Kahapon ay tinalakay natin ang tungkol sa Pangangailangan at Kagustuhan ng Tao. Sino ang makapagbibigay ng mga salik na nakaiimpluwensya sa mga pangangailangan ng tao?</p> <p>Magbigay nga ng mga salik na nakaiimpluwensya sa mga pangangailangan at kagustuhan ng tao?</p> <p>Magaling. Ngayon, sa tingin nyo bago natin binibili ang ating mga pangangailangan at kagustuhan, ano ang una nating iniisip? Basta na lamang ba natin bibilhin ito dahil naka sale o dahil mayroon lang iyong kaklase?</p> <p>Kung gayon, ano ang dapat natin gawin?</p> <p>Tama, ano pa?</p> <p>Magaling, at ito ang ating susuriin ngayon hapon.</p> <p><b>5. Pagganyak</b></p> <p>May ipapakita akong larawan sa white screen.</p> <p style="text-align: center;"><b>WORD CONNECT</b></p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;">   </div> <p>Leony, ano sa tingin mo ang ipinapakita sa apat na larawan? Magbigay ng koneksyon ng bawat isa.</p>	<p>Opo. Miss.</p> <p>Magandang hapon dn po Miss.</p> <p>Wala po. Kumpleto po kami.</p> <p>(Isa-isang ibibigay ng mga bata ang mga salik na nakaiimpluwensya ng pangangailangan ng tao)</p> <p>Hindi po.</p> <p>Miss, dapat po maganda ang kalidad ng produkto. Miss, dapat po hindi expired.</p> <p>Miss, dapat po hindi pa bukas at yung masasatisfy ako.</p> <p>bilang isang bumibili ng produkto ay dapat may kaalaman tayo sa kung ano ba ng tamang pagpili ng produktong ating bibilhin.</p> <p>Miss pare-pareho po sila nagpapakita na pumipili at bumibili ng produkto.</p>
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# LAGUNA COLLEGE OF BUSINESS AND ARTS

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<p>Kung gayon, ano ang tawag sakanila kung sila ay bumibili ng produkto?</p> <p>Tama, ngunit ang huling larawan ay hindi nagpapakita ng pagbili?</p> <p>Magaling. Kung ikaw ay isang mamimili na marunong sa pagpili ng mga produkto, ikaw ay masasabing?</p> <p><b>B. PANLINANG NA GAWAIN</b></p> <p><b>1. PAUNANG GAWAIN</b></p> <p><b>LAPIT MGA SUKI</b></p> <p>Hahatiin ko kayo sa dalawang grupo. Pangkat A at pangkat B. Kumuha ang bawat grupo ng kalahating papel. Meron akong mga ipapakitang larawan sa white screen ng iba't ibang produkto at ang mga presyo nito. Isusulat ninyo sa papel ang mga produkto o pagkain na inyong napili na kakasya lamang sa halagang 1000 pesos. Bibigyan ko lamang kayo ng 5 minuto para gawin ito. Pagkatapos ng 5 minuto. Ang bawat pangkat ay pipili ng lider na pupunta sa unahan at syang magsasabi ng kanilang mga napiling bilhin. Handa na ba kayo?</p>  <p>Tapos na ang inyong 5 minuto. Atin ng simulan ang pagpapaliwanag ng bawat pangkat. Mauuna ang pangkat A.</p> <p>Mahusay! Bigyan ng 5 palakpak ang Pangkat A. Ngayon dumako naman tayo sa Pangkat B.</p> <p>Matapos ang ating pangkatang gawain, ano-ano ang inyong isinaalang-alang sa pagpili ng mga produktong inyong binili?</p> <p>Salamat sa inyong mga kasagutan.</p> <p><b>2. PAGSUSURI</b></p>	<p>Mamimili po o Konsyumer</p> <p>Naglilista po sya ng mga bibilhin nya. Sya rin po ay matatawag na mamimili.</p> <p>Matalinong Mamimili.</p> <p>Opo.</p> <p>Magsisimulang mamili ng mga produkto ang mga mag-aaral at isusulat ito sa papel.</p> <p>Miss yung naka-sale po ang inuna namin.</p> <p>Miss naghanap po kami ng mas mura pero may kalidad na produkto</p> <p>Miss pinili po naming yung ineendorso ni Piolo Pascual kasi kilala na yung produkto.</p>
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Sa inyong pananaw, sino ba ang tinatawag na konsyumer o mamimili? Kapag bumili ka ba ng isang pirasong kendi sa tindahan, masasabi nyo bang kayo ay isang konsyumer?

Kung gayon, sino ang tinatawag na konsyumer o mamimili?

Ang lahat ng inyong sinabi ay tama at halos parepareho ang nais ipakahulugan. Pagpinagsama-sama ang inyong sagot:

Ang Konsyumer o Mamimili ay ang mga taong bumibili at gumagamit ng mga produkto at serbisyo upang matugunan ang kanilang mga pangangailangan at magtamo ng kasiyahan. Bilang konsyumer may mga bagay kayo na isinasaalang-alang bago bilhin ang isang produkto. Sa haponing ito tutukuyin natin ang mga pamantayan ng isang matalinong mamimili o konsyumer.

### 3. TALAKAYAN

Upang mas lalo ninyong maintindihan ang ating aralin, magbibigay ako ng isang pangkatang gawain.

Kayo ay hahatiin ko sa 3 pangkat. Magbibigay ako ng iba't ibang sitwasyon na nakasulat sa papel. Basahin ang bawat kuento at sagutan ang mga tanong na nakasulat sa ilalim ng talata. Isulat ito sa kartolina na aking ibibigay. Ang bawat grupo ay bibigyan lamang ng 10 minuto para gawin ito. Pagkatapos, pipili ang bawat grupo ng myembro na magpapaliwanag ng kanilang sagot.

Gagamitin ang rubric sa ibaba sa pagbibigay ng marka sa pag-uulat.

Kraytirya Lebel	Needs Improvement (5 points)	Good (10 points)	Very Good (15 points)
Accuracy ng impormasyon	Walang impormasyong nailahad	Ang ilang impormasyong inilahad ay hindi tugma	Tama ang impormasyong inilahad
Pagpapaliwanag ng mga sagot sa mga patnubay na tanong	Malayo ang sagot sa tanong	May mga sagot na tama ngunit hindi lahat naipaliwanag	Ang lahat ng tanong ay nasagutan ng tama
Presentasyon	Hindi organizado at walang kaayusan ang presentasyon	Hindi gaanong organizado ngunit may kaayusan ang presentasyon	Organizado at may kaayusan ang presentasyon
Pakiki-isa ng mga Miyembro sa kanilang pangkatang gawain	Ang lahat ng myembro ng pangkat ay hindi tumutulong at nakikiisa	Kalahati lamang ang nakikiisa at tumutulong	Ang lahat ng miyembro ay tumutulong at nakikiisa

Opo.

Magbibigay ang mga bata ng kani-kanilang pakahulugan ng mamimili

Sisimulan na ng mga bata ang pangkatang gawain.

### Unang Pangkat

#### Sitwasyon:

Isang araw, nagdesisyon si Nena na dumaan ng palengke bago sya umuwi galing sa kanyang trabaho. Pumasok sya sa Gemaglen Grocery Store kung saan sya madalas na namimili. Naisip nyang bumili ng sunblock lotion dahil sa nalalapit nilang outing ng barkada. Kinuha nya ang Lotion A at binasa ang mga sangkap na nakapaloob dito. Ang produkto ay may SPF 30 para sa pamproteksyon sa init ng araw at meron din itong glutathione pampaputi. Ang produkto ay nagkakahalaga ng P250.00. Ang sumunod naman ay Lotion B na may mas mababang





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SPF, SPF10 at meron lamang itong sangkap ng pinagsamang kalamansi at papaya. Ito ay nagkakahalaga ng P180.00. Ang perang dala ni Nena ay P500.00 ngunit may iba pa syang kailangang bilhin.

#### **Patnubay na tanong:**

1. Kung ikaw si Nena, anong produkto ang iyong bibilhin? Bakit?
2. Bago bilhin ni Nena ang produkto, ano ang kanyang unang ginawa?
3. Ano-anong pamantayan ng mamimili ang kanyang ipinakita?

#### **Pangalawang Pangkat**

#### **Sitwasyon:**

Si Manong Jose ay naglalakad upang bumili ng kanilang kakainin sa hapunan. Nakakita sya ng tindahan na nagluluto ng letsong manok. Takam na takam sya rito kaya nilapitan nya ito. Ng makita nya ang presyo ng isang buong letsong manok ay nanlumo sya sapagkat P230.00 lamang ang kanyang dalang pera at ang manok ay nagkakahalaga ng P250.00. Sa halip, dumiretso sya sa loob ng palengke. Naisip nyang bumili nalang ng isda na kanilang lulutuin para sa hapunan na pwede nya gawin sinabawan at prito na tiyak mas marami ang kanyang mailuluto. Dumiretso sya sa kanyang suking tintera dahil alam nyang tama ang timbang at sakto ang presyo ng kanyang mga paninda ngunit wala ito kaya napilitan syang lumipat sa ibang tindahan. Pinili ni Manong Jose ang isdang dalagang bukid upang gawing sinabawan at iprito. Bumili sya ng 1 kilo nito sa halagang P200.00. Bago ilagay ng tintera ang isda sa timbangan nakita nyang binago muna nito ang kamay ng timbangan. Inilagay na ng tintero ang isda at sinabing sobra sa tatlong guhit ang kanyang binili kaya pinalitan nya ito ng mas maliit na isda.

#### **Patnubay na tanong:**

1. Sa tingin ninyo, tama ba na hindi binili ni Mang Jose ang letsong manok kahit gustung-gusto nya ito? Bakit?
2. Kung ikaw si Mang Jose, hahayaan mo nalang ba na ikaw ay madaya sa produktong iyong bibilhin? Kung Hindi, ano ang iyong dapat gawin upang maiwasan ito?
3. Ano-anong mga pamantayan ng mamimili ang kanyang ipinakita?

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**Pangatlong Pangkat:**  
(Sumusunod sa Badyet, Hindi Nagpapanic-buying, Hindi Nagpapadala sa Anunsyo)

**Sitwasyon:**

Si Kristine ay bagong kasal at dahil nais nyang mapasaya ang kanyang asawa ay nais nya itong pagsilbihan at ipagluto. Naghanda sya ng mga gagamitin sa pamimili. Unang pagkakataon nya na pumunta sa palengke mag-isa kaya naglista sya ng mga dapat nyang bibilhin. Dumaan ng mall si Kristine. Muli nyang tiningnan ang kanyang listahan ng mga bibilhin. Bigla nyang naisip na alisin ang ilan sa mga nakalista na hindi naman nya masyadong kailangan pa.



**Mga Bibilhin:**

1. Bigas ✓
2. Mga Gulay ✓
3. Softdrinks X
4. Sabon Panlaba ✓
5. Karne ✓
6. Toothpaste ✓
7. Ice cream X
8. Shampoo ✓
9. Damit X
10. Face Mask X

Pagkatapos ay dumiretso na sya sa grocery store. Nakita nya na bulkuhan kung mamili ang ibang tao ng mga produkto sa takot na tumaas ang presyo sa mga susunod na araw.

Habang naglilibot, nakita nya ang isang bagong produkto ng toothpaste na may katabing human size na imahe ni Sarah Geronimo. Ito ang produktong ineendorso ni Sarah sa telebisyon.

**Patnubay na Tanong:**

1. Tama bang inalis ni Kristine sa listahan ng mga bibilhin ang ibang produkto? Oo o Hindi. Bakit?
2. Bakit hindi dapat magpanic-buying?
3. Kung ikaw si Kristine, bibili ka ba ng bagong produktong ineendorso ni Sarah Geronimo? Oo o Hindi. Patunayan ang sagot.
4. Ano-anong pamantayan ng mamimili ang pinakita sa kwento.

Mag-uulat ang Unang Pangkat at sasagutin ang mga patnubay na tanong.

**(Pagkatapos ng 10 minuto)**

Maaari ng magsimula ang unang pangkat. Maghanda na rin ang ikalawa at ikatlong pangkat.

Magaling unang pangkat! Manatili lamang sa inyong posisyon. Bigyan natin sila ng 5 palakpak.



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Ngayon natukoy ng unang pangkat ang dalawa sa mga pamantayan ng matalinong mamimili. Ang una ay ang pagiging **Mapanuri**. Unang pangkat saang bahagi ng kwento naipakita ang pagiging isang mapanuri? Maaari nyo bang basahin ang pangungusap na nagpapakita ng pagiging Mapanuri?

Magaling, ayon sa kanilang binasa, ano sa tingin nyo ang ibig sabihin ng pagiging Mapanuri?

Ang pangalawa naman ay **May Alternatibo**. Ang sagot ng Unang pangkat sa unang tanong ay mas pipiliin nila ang Lotion B. Tama ba ang kanilang pinili? Bakit ninyo nasabi?

At iyan ang ibig sabihin ng **May Alternatibo**.

Ngayon, ating markahan ang presentasyong ginawa ng unang pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila?

Ibibigay ang puntos na napagpasyahan.

Salamat unang pangkat, maaari na kayong umupo. Sunod na mag-uulat ang Pangalawang Pangkat

Bigyan ng 5 Palakpak ang Pangalawang Pangkat. Manatili muna sa unahan.

Naibigay ng pangalawang pangkat ang dalawa pa sa mga pamantayan ng matalinong mamimili. Ito ay ang **Hindi Nagpapadaya at Makatwiran**.

Kung ikaw ay isang matalinong mamimili na hindi nagpapadaya, anu-anong katangian ang dapat na taglay mo?

Tama, ikaw o tayo ay dapat taglay ang mga ito lalo na sa pagsusukli at paggamit ng tamang timbangan.

Ang sunod na pamantayan inilahad ng ikalawang pangkat ay ang Makatwiran. Ikalawang pangkat maaari nyo bang basahin kung saang bahagi ng kwento ipinakita ni Mang Jose ang pagiging Makatwiran?

Sa inyong sariling pakahulugan, ano ang ibig sabihin ng pagiging Makatwiran?

Ang ibang grupo naman? Magbigay pa ng ibang kahulugan ng pagiging Makatwiran?

Ang inyong mga sagot ay tama.

Ngayon, ating markahan ang presentasyong ginawa ng ikalawang pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila? Ibibigay ang puntos na napagpasyahan.

Miss, "**Kinuha nya ang Lotion A at binasa ang mga sangkap na nakapaloob dito. Ang produkto ay may SPF 30 para sa pamproteksyon sa init ng araw at meron din itong glutathione pampaputi. Ang produkto ay nagkakahalaga.....**".

Miss, ang Mapanuri ay isang pamantayan ng matalinong mamimili na kung saan tinitingnan muna ang mga sangkap, presyo, pagkakagawa ng produkto bago magdesisyon bilhin ito.

Opo.

Sapagkat marunong dapat tayong humanap ng pamalit na makatutugon sa ating pangangailangan sa mga panahon na wala tayong sapat na pera.

Mag-uulat ang Pangalawang Pangkat at sasagutin ang mga patnubay na tanong.

Miss, dapat po alerto. Miss dapat po laging handa, at mapagmasid.

Miss, "**Sa halip, dumiretso sya sa loob ng palengke. Naisip nyang bumili nalang ng isda na kanilang lulutuin para sa hapunan na pwede nya gawin sinabawan at prito na....**".

Miss, ang pagiging Makatwiran ay isinasaisip ang kasiyahan na matatamo sa pagbili at paggamit ng produkto.

Miss, inuuna ang mga bagay na mahalaga kumpara sa mga luho lamang.





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<p>Salamat pangalawang pangkat, sunod na mag-uulat ang Ikatlong Pangkat.</p> <p>Magaling Ikatlong pangkat. Bigyan natin sila ng 5 Palakpak.</p> <p>Nailahad naman ng ikatlong pangkat ang tatlong natitirang pamantayan ng matalinong mamimili. Ang mga ito ay <b>Sumusunod sa Badyet, Hindi nagpapanic-buying at Hindi nagpapadala sa Anunsiyo.</b></p> <p>Ayon sa kwento, sumunod ba sa badyet si Ana? Sa paanong paraan?</p> <p>Tama, ito ang <b>Sumusunod sa Badyet</b> na kung saan kinakailangan natin na mamili ng naaayon lamang sa pangunahing pangangailangan upang maiwasan ang kakulangan sa pera.</p> <p>Ang sumunod ay <b>Hindi Nagpapadala sa Panic Buying.</b> Ano ba ang ibig sabihin ng <b>panic buying</b>?</p> <p>Ayong sa Ikatlong pangkat, hindi tayo dapat magpanic buying dahil mas lalo lang tayong magagastusan. Sa paanong paraan tayo magagastusan?</p> <p>At higit sa lahat ay <b>Hindi Nagpapadala sa Anunsiyo.</b> Halos lahat ng produkto sa panahon ngayon ay may anunsiyo na kalimitan ineendorso ng mga artista. Kung ikaw ang nasa kalagayan ni Ana at ang isang produktong ineendorso sa TV ay iyong pinaka-iidolo, paano mo maipapakita ang pagiging isang matalinong konsyumer?</p> <p>Ngayon, ating markahan ang presentasyong ginawa ng ikatlong pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila? Ibibigay ang puntos na napagpasyahan.</p> <p>Magaling. Ang inyong mga nabanggit ay ang pitong pamantayan ng matalinong mamimili. Ano-ano nga ulit ang mga ito?</p> <p>Okay. Sa tingin nyo klas, bakit kinakailangan natin malaman ang mga pamantayan ng mamimili?</p> <p><b>6. PAGLALAPAT</b></p> <p>Gawain: <b>KONSYUMER AKO!</b></p> <p>Ngayon alam nyo na ang mga pamantayan ng isang matalinong konsyumer, atin naman suriin ang inyong mga sarili kung kayo ba ay nagtataglay din ng</p>	<p>Mag-uulat ang Pangatlong Pangkat at sasagutin ang mga patnubay na tanong.</p> <p>Opo. Sa pamamagitan po ng pagtanggap ng ibang mga produkto na hindi naman masyadong mahalaga at nagmamadaling bilhin.</p> <p>Ang <b>panic buying</b> ay isang sitwasyon na kung saan ay bumibili sila ng higit pa sa karaniwang dami ng produktong binibili sa isa o higit pang pagkakataon sa pag-aakalang mauubusan sila at aabutan ng pagtaas ng presyo.</p> <p>Miss, masisira po ang badyet at makabibili ng mas higit pa sa pangangailangan lamang.</p> <p>Bilang isang matalinong mamimili, hindi po ako magpapadala sa anunsiyo kahit idolo ko pa ang nageendorso dito. Ang kalidad parin ng produkto ang aking tinitingnan at hindi sa paraan ng pag-aanunsiyo na ginamit.</p> <p>lisa-isahin ng mga bata ang pitong pamantayan ng mamimili.</p> <p>Kinakailangan po natin malaman ang mga pamantayan ng mamimili upang hindi tayo maloko ng mapag samantalang mga negosyante.</p> <p>Dapat marunong po tayo mag badyet at mag-isip ng mga alternatibo upang hindi tayo mawalan sa ating pangaraw-araw na pangangailangan.</p> <p>Kukuha ang mga mag-aaral ng papel at sasagutan ang ipinapakita sa white screen.</p>
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mga pamantayang ito. Maging matapat sa inyong pagsasagot.

Sa isang kalahating papel, markahan ang inyong sarili bilang konsyumer. Lagyan ng (✓) ang bawat pamulang.

- |                   |                        |
|-------------------|------------------------|
| 1. Napakamarunong | 3. Wala masyadong alam |
| 2. Marunong       | 4. Walang alam         |

Bibigyan ko lamang kayo ng 3 minuto para sagutan.

Sitwasyon	4	3	2	1
1. Sumusunod sa badyet				
2. May listahan ng mga bibilhin				
3. Matipid				
4. Mahilig huminge ng discounts				
5. Nagbabasa ng sangkap ng produktong bibilhin				
6. Madaling maniwala sa anunsyo				
7. May kaalaman sa pagsasauli ng depektibong produkto				
8. Mahilig sa mura ngunit may kalidad na produkto				
9. Marunong mangatwiran kapag mali ang tindera/tindero				
10. Nagbibilang ng sukli bago umalis				

#### Pamprosesong tanong.

- Kung may mga sagot kang 3 at 4 sa bawat pamantayan, ano ang iyong gagawin para mabago ito?
- Kung may mga sagot kang 1 at 2, pano mo natutunan ang mga pamantayang ito.

#### C. PAGLALAHAT

Matapos ang ating talakayan, bakit mahalaga sa mga negosyante at prodyuser ang mga konsyumer?

Tama. Tayong mga konsyumer ang siyang bumubuhay sa mga negosyo sa ating bansa. Kung wala tayo, walang bibili ng kanilang mga produktong gagawin. Dahil rin sa ating mga suhestyon sa mga produktong ating binibili mas lalo nilang pinapaganda ang kalidad ng kanilang mga produkto. At tayo bilang mga konsyumer ay dapat din maging handa sa pagbabago ng kanilang mga produkto at maging bukas ang ating mga isipan sa pagbabagong ito.

#### D. PAGTATAYA

Sa isang kapat na papel sagutin ang mga sumusunod:

- Ano ang pamantayan ng mamimili na nag-iisip ng pamalit kung kulang ang supply?
- Ano ang pamantayan ng mamimili na kung saan sinusuri ang sangkap at presyo ng produkto?

Ipapaliwanag ng mga mag-aaral ang kanilang mga kasagutan sa 1&2 at 3&4.

Miss, mahalaga ang konsyumer dahil ito ay may malaking bahaging ginagampanan sa pag-unlad ng produksyon. Ang kanilang mga pangangailangan ang batayan ng mga prodyuser at mga negosyante sa kung anong uri ng produkto ang kanilang lilkhain at ititinda.





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3. Ano ang tawag sa mga taong bumibili at gumagamit ng mga produkto at serbisyo?
4. Ano ang pamantayan ng mamimili na kung saan ay laging alerto, mapagmasid at handa?
5. Ito ang sinusunod ng mga konsyumer sa pamimili.

**Sagot:**

1. May Alternatibo
2. Mapanuri
3. Konsyumer/Mamimili
4. Hindi ngpapadaya
5. Badyet

**E. TAKDANG-ARALIN**

1. Ano-ano ang mga karapatan ng Konsyumer o Mamimili?
2. Ano-ano ang mga tungkulin ng Konsyumer o Mamimili?
3. Ano-ano ang mga Ahensiya na Makatutulong sa mga Konsyumer.

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### 2. Pagbati

Magandang hapon sa inyong lahat.

### 3. Pagtatala ng Liban

Maaari bang ayusin muna ninyo ang inyong mga upuan at pulutin ang mga kalat.

Mayroon bang liban sa klase?

Magaling. Palakpakan ang inyong sarili

### 4. Balik-Aral

Kahapon ay tinalakay natin ang tungkol sa Pangangailangan at Kagustuhan ng Tao. Sino ang makapagbibigay ng mga salik na nakaiimpluwensya sa mga pangangailangan ng tao?

Magbigay nga ng mga salik na nakaiimpluwensya sa mga pangangailangan at kagustuhan ng tao?

Magaling. Ngayon, sa tingin nyo bago natin binibili ang ating mga pangangailangan at kagustuhan, ano ang una nating iniisip? Basta na lamang ba natin bibilhin ito dahil naka sale o dahil mayroon lang iyong kaklase?

Kung gayon, ano ang dapat natin gawin?

Tama, ano pa?

Magaling, at ito ang ating susuriin ngayon hapon.

### 5. Pre-Test

### 6. Pagganyak

May ipapakita akong larawan sa white screen.

**Ekon-MEMES!**



Magandang hapon dn po Miss.

Wala po. Kumpleto po kami.

(Isa-isang ibibigay ng mga bata ang mga salik na nakaiimpluwensya ng pangangailangan ng tao)

Hindi po.

Miss, dapat po maganda ang kalidad ng produkto.  
Miss, dapat po hindi expired.


Miss, dapat po hindi pa bukas at yung masasatisfy ako.

bilang isang bumibili ng produkto ay dapat may kaalaman tayo sa kung ano ba ng tamang pagpili ng produktong ating bibilhin.

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Leony, ano sa tingin mo ang ipinapakita sa lima na *social memes*? Magbigay ng koneksyon ng bawat isa.


Kung gayon, ano ang tawag sa kanila kung sila ay bumibili ng produkto?

Tama, ngunit ang huling larawan ay hindi nagpapakita ng pagbili?

Magaling. Kung ikaw ay isang mamimili na marunong sa pagpili ng mga produkto, ikaw ay masasabing?

**B. PANLINANG NA GAWAIN**

**1. PAUNANG GAWAIN**



**LAPIT MGA SUKI**

Hahatiin ko kayo sa dalawang grupo. Pangkat A at pangkat B. Kumuha ang bawat grupo ng kalahating papel. Meron akong mga ipapakitang larawan sa white screen ng iba't ibang produkto at ang mga presyo nito. Isusulat ninyo sa papel ang mga produkto o pagkain na inyong napili na kakasya lamang sa halagang 1,500 pesos. Bibigyan ko lamang kayo ng 5 minuto para gawin ito. Pagkatapos ng 5 minuto. Ang bawat pangkat ay pipili ng lider na pupunta sa unahan at syang magsasabi ng kanilang mga napiling bilhin. Handa na ba kayo?

Tapos na ang inyong 5 minuto. Atin ng simulan ang pagpapaliwanag ng bawat pangkat. Mauuna ang pangkat A.

Mahusay! Bigyan ng 5 palakpak ang Pangkat A. Ngayon dumako naman tayo sa Pangkat B.

Miss pare-pareho po sila nagpapakita na nagdedesiyon, pumipili at bumibili ng produkto.

Mamimili po o Konsyumer

Hindi po pero may nagtitinda po at may nagdalawang-isip na mamimili baka po namahalan.

Matalinong Mamimili.

Opo.

Magsisimulang mamili ng mga produkto ang mga mag-aaral at isusulat ito sa papel.





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Matapos ang ating pangkatang gawain, ano-ano ang inyong isinaalang-alang sa pagpili ng mga produktong inyong binili?

Salamat sa inyong mga kasagutan.

#### 2. PAGESUSURI

Sa inyong pananaw, sino ba ang tinatawag na konsyumer o mamimili? Kapag bumili ka ba ng isang pirasong kendi sa tindahan, masasabi nyo bang kayo ay isang konsyumer?

Kung gayon, sino ang tinatawag na konsyumer o mamimili?

Ang lahat ng inyong sinabi ay tama at halos pare-pareho ang nais ipakahulugan. Pagpinagsama-sama ang inyong sagot:

Ang Konsyumer o Mamimili ay ang mga taong bumibili at gumagamit ng mga produkto at serbisyo upang matugunan ang kanilang mga pangangailangan at magtamo ng kasiyahan. Bilang konsyumer may mga bagay kayo na isinasaalang-alang bago bilhin ang isang produkto. Sa haponing ito tutukuyin natin ang mga pamantayan ng isang matalinong mamimili o konsyumer.

#### 3. TALAKAYAN

Upang mas lalo ninyong maintindihan ang ating aralin, magbibigay ako ng isang pangkatang gawain.

Kayo ay hahatiin ko sa 3 pangkat. Magbibigay ako ng iba't ibang sitwasyon na nakasulat sa papel. Basahin ang bawat kwento at sagutan ang mga tanong na nakasulat sa ilalim ng talata. Isulat ito sa kartolina na aking ibibigay. Ang bawat grupo ay bibigyan lamang ng 10 minuto para gawin ito. Pagkatapos, pipili ang bawat grupo ng myembro na magpapaliwanag ng kanilang sagot.

Gagamitin ang rubric sa ibaba sa pagbibigay ng marka sa pag-uulat.

Kraytyra at Lebel	Needs Improvement (5 points)	Good (10 points)	Very Good (15 points)
Accuracy ng impormasyon	Walang impormasyong nailahad	Ang ilang impormasyong inilahad ay hindi tugma	Tama ang impormasyong inilahad
Pagpapaliwanag ng mga sagot sa mga patnubay na tanong	Malayo ang sagot sa tanong	May mga sagot na tama ngunit hindi lahat naipaliwanag	Ang lahat ng tanong ay nasagutan ng tama
Presentasyon	Hindi organisado at walang kaayusan ang presentasyon	Hindi gaanong organisado ngunit may kaayusan ang presentasyon	Organisado at may kaayusan ang presentasyon
Pakiki-isa ng mga Miyembro sa kanilang pangkatang gawain	Ang lahat ng myembro ng pangkat ay hindi tumutulong at nakikiisa	Kalahati lamang ang nakikiisa at tumutulong	Ang lahat ng miyembro ay tumutulong at nakikiisa

Miss yung naka-sale po ang inuna namin.

Miss naghanap po kami ng mas mura pero may kalidad na produkto

Miss pinili po naming yung ineendorso ng ng sikat kasi kilala na rin yung produkto.

Opo.

Magbibigay ang mga bata ng kani-kanilang pakahulugan ng mamimili

Sisimulan na ng mga bata ang pangkatang gawain.

#### Unang Pangkat

##### Sitwasyon:

Isang araw, nagdesisyon si Nena na dumaan ng palengke bago sya umuwi galing sa kanyang trabaho. Pumasok sya sa Gemaglen Grocery Storekung saan sya madalas na namimili. Naisip nyang bumili ng sunblock lotion dahil sa nalalapit nilang outing ng barkada. Kinuha nya ang Lotion A at binasa ang mga sangkap na nakapaloob dito. Ang produkto ay may SPF 30 para sa pamproteksyon sa init ng araw at meron din itong gluthatione pampaputi. Ang produkto ay nagkakahalaga ng P250.00. Ang sumunod naman ay Lotion B na may mas mababang SPF, SPF10 at meron lamang itong sangkap ng pinagsamang kalamansi at papaya. Ito ay nagkakahalaga ng P180.00.



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	<p>Ang perang dala ni Nena ay P500.00 ngunit may iba pa syang kailangang bilhin.</p> <p><b>Patnubay na tanong:</b></p> <ol style="list-style-type: none"><li>1. Kung ikaw si Nena, anong produkto ang iyong bibilhin? Bakit?</li><li>2. Bago bilhin ni Nena ang produkto, ano ang kanyang unang ginawa?</li><li>3. Ano-anong pamantayan ng mamimili ang kanyang ipinakita?</li></ol> <p><b>Pangalawang Pangkat</b></p> <p><b>Sitwasyon:</b></p> <p>Si Manong Jose ay naglalakad upang bumili ng kanilang kakainin sa hapunan. Nakakita sya ng tindahan na nagluluto ng letsong manok. Takam na takam sya rito kaya nilapitan nya ito. Ng makita nya ang presyo ng isang buong letsong manok ay nanlumo sya sapagkat P230.00 lamang ang kanyang dalang pera at ang manok ay nagkakahalaga ng P250.00. Sa halip, dumiretso sya sa loob ng palengke. Naisip nyang bumili nalang ng isda na kanilang lulutuin para sa hapunan na pwede nya gawin sinabawan at prito na tiyak mas marami ang kanyang mailuluto. Dumiretso sya sa kanyang suking tintera dahil alam nyang tama ang timbang at sakto ang presyo ng kanyang mga paninda ngunit wala ito kaya napilitan syang lumipat sa ibang tindahan. Pinili ni Manong Jose ang isdang dalagang bukid upang gawing sinabawan at iprito. Bumili sya ng 1 kilo nito sa halagang P200.00. Bago ilagay ng tintera ang isda sa timbangan nakita nyang binago muna nito ang kamay ng timbangan. Inilagay na ng tindero ang isda at sinabing sobra sa tatlong guhit ang kanyang binili kaya pinalitan nya ito ng mas maliit na isda.</p> <p><b>Patnubay na tanong:</b></p> <ol style="list-style-type: none"><li>1. Sa tingin ninyo, tama ba na hindi binili ni Mang Jose ang letsong manok kahit gustung-gusto nya ito? Bakit?</li><li>2. Kung ikaw si Mang Jose, hahayaan mo nalang ba na ikaw ay madaya sa produktong iyong bibilhin? Kung Hindi, ano ang iyong dapat gawin upang maiwasan ito?</li><li>3. Ano-anong mga pamantayan ng mamimili ang kanyang ipinakita?</li></ol>
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#### **Pangatlong Pangkat: (Sumusunod sa Badyet, Hindi Nagpapanic-buying, Hindi Nagpapadala sa Anunsyo)**

##### **Sitwasyon:**

Si Kristine ay bagong kasal at dahil nais nyang mapasaya ang kanyang asawa ay nais nya itong pagsilbihan at ipagluto. Naghanda sya ng mga gagamitin sa pamimili. Unang pagkakataon nya na pumunta sa palengke mag-isa kaya naglista sya ng mga dapat nyang bibilhin. Dumaan ng mall si Kristine. Muli nyang tiningnan ang kanyang listahan ng mga bibilhin. Bigla nyang naisip na alisin ang ilan sa mga nakalista na hindi naman nya masyadong kailangan pa.



##### **Mga Bibilhin:**

1. Bigas ✓
2. Mga Gulay ✓
3. Softdrinks X
4. Sabon Panlaba ✓
5. Karne ✓
6. Toothpaste ✓
7. Ice cream X
8. Shampoo ✓
9. Damit X
10. Face Mask X

Pagkatapos ay dumirestso na sya sa grocery store. Nakita nya na bulkuhan kung mamili ang ibang tao ng mga produkto sa takot na tumaas ang presyo sa mga susunod na araw.

Habang naglilibot, nakita nya ang isang bagong produkto ng toothpaste na may katabing human size na imahe ni Sarah Geronimo. Ito ang produktong ineendorso ni Sarah sa telebisyon.

##### **Patnubay na Tanong:**

1. Tama bang inalis ni Kristine sa listahan ng mga bibilhin ang ibang produkto? Oo o Hindi. Bakit?
2. Bakit hindi dapat magpanic-buying?
3. Kung ikaw si Kristine, bibili ka ba ng bagong produktong ineendorso ni Sarah Geronimo? Oo o Hindi. Patunayan ang sagot.
4. Ano-anong pamantayan ng mamimili ang pinakita sa kwento.



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<p><b>(Pagkatapos ng 10 minuto)</b></p> <p>Maaari ng magsimula ang unang pangkat. Maghanda na rin ang ikalawa at ikatlong pangkat.</p> <p>Magaling unang pangkat! Manatili lamang sa inyong posisyon. Bigyan natin sila ng 5 palakpak.</p> <p>Ngayon natukoy ng unang pangkat ang dalawa sa mga pamantayan ng matalinong mamimili. Ang una ay ang pagiging <b>Mapanuri</b>. Unang pangkat saang bahagi ng kwento naipakita ang pagiging isang mapanuri? Maaari nyo bang basahin ang pangungusap na nagpapakita ng pagiging Mapanuri?</p> <p>Magaling, tignan ang <i>meme</i> na ito, ano sa tingin nyo ang ibig sabihin ng pagiging Mapanuri?</p>  <p>Ang pangalawa naman ay <b>May Alternatibo</b>. Ang sagot ng Unang pangkat sa unang tanong ay mas pipiliin nila ang Lotion B.</p> <p>Tignan ang ibig sabihin ng <b>May Alternatibo</b> sa pamamagitan ng <i>meme</i> na ito. Tama kaya ang pinili? Bakit ninyo nasabi?</p>  <p>Ngayon, ating markahan ang presentasyong ginawa ng unang pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila?</p> <p>Ibibigay ang puntos na napagpasyahan.</p> <p>Salamat unang pangkat, maaari na kayong umupo. Sunod na mag-uulat ang Pangalawang Pangkat</p> <p>Bigyan ng 5 Palakpak ang Pangalawang Pangkat. Manatili muna sa unahan.</p> <p>Naibigay ng pangalawang pangkat ang dalawa pa sa mga pamantayan ng matalinong mamimili. Ito ay ang <b>Hindi Nagpapadaya at Makatwiran</b>.</p> <p>Tama, ikaw o tayo ay dapat taglay ang mga ito lalo na sa pagsusukli at paggamit ng tamang timbangan.</p> <p>Ang sunod na pamantayan inilahad ng ikalawang pangkat ay ang <b>Makatwiran</b>. Ikalawang pangkat maaari nyo bang</p>	<p>Mag-uulat ang Unang Pangkat at sasagutin ang mga patnubay na tanong.</p> <p>Miss, "Kinuha nya ang Lotion A at binasa ang mga sangkap na nakapaloob dito. Ang produkto ay may <b>SPF 30</b> para sa pamproteksyon sa init ng araw at meron din itong glutathione pampaputi. Ang produkto ay nagkakahalaga.....".</p> <p>Miss, ang Mapanuri ay isang pamantayan ng matalinong mamimili na kung saan tinitingnan muna ang mga sangkap, presyo, pagkakagawa ng produkto bago magdesisyon bilhin ito.</p> <p>Opo.</p> <p>Sapagkat marunong dapat tayong humanap ng pamalit na makatutugon sa ating pangangailangan sa mga panahon na wala tayong sapat na pera.</p> <p>Mag-uulat ang Pangalawang Pangkat at sasagutin ang mga patnubay na tanong.</p>
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basahin kung saang bahagi ng kwento ipinakita ni Mang Jose ang pagiging Makatwiran?

Sa inyong sariling pakahulugan, ano ang ibig sabihin ng pagiging Makatwiran?

Ang ibang grupo naman? Magbigay pa ng ibang kahulugan ng pagiging Makatwiran?

Kung ikaw ay isang matalinong mamimili na hindi nagpapadaya at makatwiran, anu-anong katangian ang dapat na taglay mo? Suriin ang *memes* sa *pagsagot*.



naisahan ko yong tintera sa karinderya kanina, nagbayad ako

Ang inyong mga sagot ay tama. Ngayon, ating markahan ang presentasyong ginawa ng ikalawang pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila? Ibibigay ang puntos na napagpasyahan.

Salamat pangalawang pangkat, sunod na mag-uulat ang Ikatlong Pangkat.

Magaling Ikatlong pangkat. Bigyan natin sila ng 5 Palakpak.

Nailahad naman ng ikatlong pangkat ang tatlong natitirang pamantayan ng matalinong mamimili. Ang mga ito ay Sumusunod sa Badyet, Hindi nagpapanic-buying at Hindi nagpapadala sa Anunsiyo.

Miss, dapat po alerto. Miss dapat po laging handa, at mapagmasid.

Miss, "Sa halip, dumiretso sya sa loob ng palengke. Naisip nyang bumili nalang ng isda na kanilang lulutuin para sa hapunan na pwede nya gawin sinabawan at prito na....".

Opo. Sa pamamagitan po ng pagtanggap ng ibang mga produkto na hindi naman masyadong mahalaga at nagmamadaling bilhin.

Miss, ang pagiging Makatwiran ay isinasaisip ang kasiyahan na matatamo sa pagbili at paggamit ng produkto.

Miss, inuuna ang mga bagay na mahalaga kumpara sa mga luho lamang.

Tinitignan din po ang presyo at sinisiguro.

Humihingi rin po ng resibo.

Mag-uulat ang Pangatlong Pangkat at sasagutin ang mga patnubay na tanong.

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Ayon sa kwento, sumunod ba sa badyet si Ana? Sa paanong paraan?

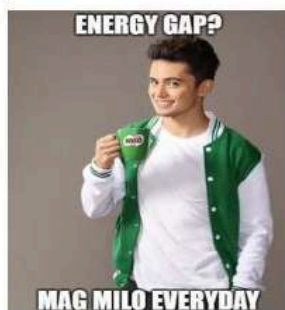
Tama, ito ang **Sumusunod sa Badyet** na kung saan kinakailangan natin na mamili ng naayon lamang sa pangunahing pangangailangan upang maiwasan ang kakulangan sa pera.

Ang sumunod ay **Hindi Nagpapadala sa Panic Buying**. Tignan ang *meme*, ano ba ang ibig sabihin ng *panic buying*?



Ayon sa Ikatlong pangkat, hindi tayo dapat magpanic buying dahil mas lalo lang tayong magagastusan. Sa paanong paraan tayo magagastusan?

At higit sa lahat ay **Hindi Nagpapadala sa Anunsyo**. Halos lahat ng produkto sa panahon ngayon ay may anunso na kalimitan ineendorso ng mga artista. Suriin ang mga *memes* na ito.



Kung ikaw ang nasa kalagayan ni Ana at ang isang produktong ineendorso sa TV ay iyong pinaka-iiidolo, paano mo maipapakita ang pagiging isang matalinong konsyumer?

Ngayon, ating markahan ang presentasyong ginawa ng ikatlong pangkat kaugnay sa rubriks na aking pinakita. Sa inyong obserbasyon at ebalwasyon, ilang puntos ang ating ibibigay sakanila? Ibibigay ang puntos na napagpasyahan.

Magaling. Ang inyong mga nabanggit ay ang pitong pamantayan ng matalinong mamimili. Ano-ano nga ulit ang mga ito?

Ang *panic buying* ay isang sitwasyon na kung saan ay bumibili sila ng higit pa sa karaniwang dami ng produktong binibili sa isa o higit pang pagkakataon sa pag-aakalang mauubusan sila at aabutan ng pagtaas ng presyo.

Miss, masisira po ang badyet at makabibili ng mas higit pa sa pangangailangan lamang.

Bilang isang matalinong mamimili, hindi po ako magpapadala sa anunso kahit idolo ko pa ang nageendorso dito. Ang kalidad parin ng produkto ang aking tinitingnan at hindi sa paraan ng pag-aanunsiyo na ginamit.

Iisa-isahin ng mga bata ang pitong pamantayan ng mamimili.

Kinakailangan po natin malaman ang mga pamantayan ng mamimili upang hindi tayo maloko ng mapag samantalang mga negosyante.

Dapat marunong po tayo mag badyet at mag-isip ng mga alternatibo upang hindi tayo mawalan sa ating pangaraw-araw na pangangailangan.

Kukuha ang mga mag-aaral ng papel at sasagutan ang ipinapakita sa white screen.





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Okay. Sa tingin nyo klas, bakit kinakailangan natin malaman ang mga pamantayan ng mamimili?

#### 6. PAGLALAPAT

Gawain: **KONSYUMER AKO!**

Ngayon alam nyo na ang mga pamantayan ng isang matalinong konsyumer, atin naman suriin ang inyong mga sarili kung kayo ba ay nagtataglay din ng mga pamantayang ito. Maging matapat sa inyong pagsasagot.

Sa isang kalahating papel, markahan ang inyong sarili bilang konsyumer. Lagyan ng (✓) ang bawat pamilang.

- |                   |                        |
|-------------------|------------------------|
| 1. Napakamarunong | 3. Wala masyadong alam |
| 2. Marunong       | 4. Walang alam         |

Bibigyan ko lamang kayo ng 3 minuto para sagutan.

Sitwasyon	4	3	2	1
1. Sumusunod sa badyet				
2. May listahan ng mga bibilhin				
3. Matipid				
4. Mahilig huminge ng discounts				
5. Nagbabasa ng sangkap ng produktong bibilhin				
6. Madaling maniwala sa anunsyo				
7. May kaalaman sa pagsasauli ng depektibong produkto				
8. Mahilig sa mura ngunit may kalidad na produkto				
9. Marunong mangatwiran kapag mali ang tindera/tindero				
10. Nagbibilang ng sukli bago umalis				

#### Pamprosesong tanong.

- Kung may mga sagot kang 3 at 4 sa bawat pamantayan, ano ang iyong gagawin para mabago ito?
- Kung may mga sagot kang 1 at 2, pano mo natutunan ang mga pamantayang ito.

#### C. PAGLALAHAT

Matapos ang ating talakayan, bakit mahalaga sa mga negosyante at prodyuser ang mga konsyumer?

Tama. Tayong mga konsyumer ang siyang bumubuhay sa mga negosyo sa ating bansa. Kung wala tayo, walang bibili ng kanilang mga produktong gagawin. Dahil rin sa ating mga suhestyon sa mga produktong ating binibili mas lalo nilang pinapaganda ang kalidad ng kanilang mga produkto. At tayo bilang mga konsyumer ay dapat din maging handa sa pagbabago ng kanilang mga produkto at maging bukas ang ating mga isipan sa pagbabagong ito.

Ipapaliwanag ng mga mag-aaral ang kanilang mga kasagutan sa 1&2 at 3&4.

Miss, mahalaga ang konsyumer dahil ito ay may malaking bahaging ginagampanan sa pag-unlad ng produksyon. Ang kanilang mga pangangailangan ang batayan ng mga prodyuser at mga negosyante sa kung anong uri ng produkto ang kanilang lilkhain at ititinda.



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#### D. PAGTATAYA

Sa isang kapat na papel sagutin ang mga sumusunod

1. Ano ang pamantayan ng mamimili na nag-iisip ng pamalit kung kulang ang supply?
2. Ano ang pamantayan ng mamimili na kung saan sinusuri ang sangkap at presyo ng produkto?
3. Ano ang tawag sa mga taong bumibili at gumagamit ng mga produkto at serbisyo?
4. Ano ang pamantayan ng mamimili na kung saan ay laging alerto, mapagmasid at handa?
5. Ito ang sinusunod ng mga konsyumer sa pamimili.

#### Sagot:

1. May Alternatibo
2. Mapanuri
3. Konsyumer/Mamimili
4. Hindi nagpapadaya
5. Badyet

#### E. TAKDANG-ARALIN

1. Ano-ano ang mga karapatan ng Konsyumer o Mamimili?
2. Ano-ano ang mga tungkulin ng Konsyumer o Mamimili?
3. Ano-ano ang mga Ahensiya na Makatutulong sa mga Konsyumer.



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#### APPENDIX L

#### Pre/Post Test

#### PANIMULANG PAGTATAYA ARALING PANLIPUNAN 9 ECONOMICS

NAME:		DATE:	
GRADE/SECTION:		TEACHER:	

**Multiple Choice:** Piliin ang TITIK ng tamang kasagutan

- Ang talaan na naglalaman at nagpapakita ng relasyon ng dami ng demand at presyo
  - Demand Curve
  - Supply Curve
  - Demand Schedule
  - Supply Function
- Ang konseptong nagpapaliwanag na kapag mataas ang presyo ng produkto at serbisyo ay mataas din ang dami ng supply na kaya at handang ipagbili ng isang prodyuser at kung mababa naman ang presyo ng mga bilingin ay mababa din ang dami ng produkto at serbisyo na handang ipagbili ng mga prodyuser
  - Law of Supply
  - Law of Diminishing Marginal Utility
  - Law of Demand
  - Law of Motion
- Ang tawag sa matematikong paraan para malaman ang mabilis na pagtugon ng mga mamimili kanilang demand sa oras na nagbabago ang presyo
  - Price Elasticity of demand
  - Price Elasticity of Supply
  - Demand Function
  - Supply Function
- Ang tawag sa proseso na kung saan ito ay mula sa mababa patungo sa mas mataas na antas ng pamumuhay
  - Pagsulong
  - Pag-angat
  - Pag-unlad
  - Pagbaba
- Sa presyong elastisidad ng demand, ano ang anyo o uri kapag ang porsyento ng pagbabago sa demand ( $Q_d$ ) ay mas mababa kaysa sa porsyento ng pagbabago sa presyo ( $P$ )
  - Inelastic Demand
  - Elastic Demand
  - Unitary Demand
  - Perfectly Elastic Demand
- Kung ang porsyento ng pagbabago sa demand ( $Q_d$ ) ay mas mataas kaysa sa porsyento ng pagbabago sa presyo ( $P$ ), ito ay masasabing
  - Inelastic Demand
  - Elastic Demand
  - Unitary Demand
  - Perfectly Inelastic Demand
- Ang coefficient value na .018 sa presyong elastisidad ng demand ay masasabing
  - Inelastic
  - Perfectly Elastic Demand
  - Elastic Demand
  - Unitary Demand



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8. Ang sangay ng Ekonomiks na nag-aaral ng TIYAK na galaw ng gawaing pang-ekonomiya
  - a. Microeconomics
  - b. Microfinance
  - c. Macroeconomics
  - d. Micro lending
9. Istruktura ng pamilihan na kung saan ang produkto at serbisyo ay ipinagbibili lamang ng isang prodyuser o seller
  - a. Monopsony
  - b. Monopoly
  - c. Oligopoly
  - d. Monopolistic Competition
10. Sa pamilihan, hindi maiiwasan na magkaroon ng sabwatan ang iilang may-ari ng negosyo upang ma-protektahan ang kanilang mga interest. Ano ang istruktura ng pamilihan na nagkakaroon ng sabwatan ang mga prodyuser?
  - a. Oligopoly
  - b. Monopoly
  - c. Monopsony
  - d. Monopolistic Competition
11. Ang mga sumusunod ay mga salik na nakakaapekto sa dami ng demand ng isang mamimili, alin ang HINDI kabilang?
  - a. Presyo
  - b. Kita
  - c. Trapiko
  - d. Presyo ng magkaugnay na produkto
12. Ito ay sumusukat sa kakayahan ng iang bansa na tugunan ang mga pangangailangan ng mga mamamayan nito sa aspeto ng kalusugan, edukasyon at antas ng pamumuhay
  - a. Human Rights
  - b. Economic Programs
  - c. Human Development Index
  - d. Consumer price Index
13. Ang pamantayan ng mataas na pag-unlad ng isang bansa ayon kay Stephen Smith
  - a. Edukasyon
  - b. Income per Capita
  - c. Employment rate
  - d. Inflation rate
14. Ang bayaning makikita sa dalawampung piso (20.00) perang papel ng Pilipinas
  - a. Manuel Roxas
  - b. Ramon Magsaysay
  - c. Manuel Quezon
  - d. Sergio Osmena
15. Ang paggamit ng dalawang uri ng metal sa perang barya ay tinatawag na bimetallic, sa aling denominasyon ng perang metal makikita ang ganitong uri ng katangian?
  - a. 5.00
  - b. 1.00
  - c. 10.00
  - d. 25 ¢
16. Ito ang tawag sa paraan ng paggastos ng pamahalaan sa pagbili ng pamahalaan ng mga kailangan sa paggawa ng pera
  - a. Coinage
  - b. Seigniorage
  - c. Gold standard
  - d. Silver standard
17. Ang sistemang pang-ekonomiya na kung saan ang mga pribadong indibidwal ang kumokontrol at nagmamay-ari ng produksyon sa ekonomiya ng bansa
  - a. Communism
  - b. Socialism
  - c. Capitalism
  - d. Traditional Economy
18. Ang salitang “Laissez Faire” sa ekonomiya ay nangangahulugan na
  - a. Let Alone Policy
  - c. Let It Be Policy



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- b. Let It Go Policy  
d. Let There Be Peace Policy
19. Si Karl Marx ay sumasang-ayon sa ideya ng Komunismo upang magkaroon ng pagkakapantay-pantay na sa lipunan samantalang ang kalayaan naman ng mga indibidwal na magmay-ari ng isang negosyo ay ideya ng sino'ng ekonomista?
- a. Adam Smith  
c. Gunnar Myrdal  
b. David Ricardo  
d. Physiocrats
20. Ang pagkuha ng antas ng purchasing power ay ginagamit upang masukat at malaman ang ano'ng kalagayang pang-ekonomiya ng bansa
- a. Pagtaas ng mga bilihan  
c. Kakayahan ng piso at halaga nito  
b. Pagtaas ng Populasyon  
d. Growth rate
21. Ang uri ng sistemang pang-ekonomiya na nakabatay sa tradisyon, kultura, at paniniwala
- a. Market Economy  
c. Communism  
b. Traditional Economy  
d. Socialism
22. Ang Republic Act 7394 ay batas na mas kilala bilang
- a. Consumer Act of the Philippines  
c. Labor Code of the Philippines  
b. Act Against Fraudulent Activities  
d. Penal Code of the Philippines
23. Tawag sa perang ibinabayad at sinisingil ng pamahalaan sa mga mamamayan
- a. Penalty  
c. Kontribusyon  
b. Tuition Fee  
d. Buwis
24. Ang batas na nagbibigay ng mga karapatan at proteksyon sa mga manggagawa
- a. Consumer act of the Philippines  
c. Penal Code  
b. Labor Code  
d. Wala sa nabanggit
25. Tumutukoy sa proseso ng paikot na daloy ng pera(kita) at paikot na daloy ng proseso ng paggawa ng produkto at serbisyo sa ekonomiya
- a. Paikot na Daloy  
c. Paikot na Daloy ng Ekonomiya  
b. Paikot na Daloy ng Pera sa Bangko  
d. Paiko-ikot
26. Ang sector ng Ekonomiya na kinabibilangan ng mga nagtitinda ng fishballs, kwek-kwek, at mga gawaing ilegal sa pamilihan
- a. Sektor ng Agrikultura  
c. Sektor ng Paglilingkod at Serbisyo  
b. Impormal na Sektor  
d. Pinansyal na Sektor
27. Alin sa mga sumusunod ang HINDI kaaya-ayang epekto ng Impormal na sector sa pambansang Ekonomiya?
- a. Pagbaba ng halaga ng nalilikom na buwis  
b. Pagbaba ng antas ng unemployment rate  
c. Pagbaba ng inflation rate  
d. Pagtaas ng may trabaho sa bansa
28. Ang mga sumusunod ay ang kahalagahan ng pagsukat ng Human Development Index, alin ang HINDI?



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- a. Binibigyang pansin ang tao at ang kanilang kakayahan na pangunahing pamantayan sa pagsukat ng pag-unlad ng isang bansa
- b. Nagtatala ng mga bansa na may pinakamababang antas ng kaunlarang pantao hanggang sa pinakamataas
- c. Makalikha ng kapaligirang nagbibigay ng pagkakataon sa mga tao na magtamasa ng matagal, malusog, at maayos na pamumuhay
- d. Lahat ng Nabanggit

29. Ang mga sumusunod ay mga halimbawa ng institusyong bangko, alin ang Hindi kabilang?

- a. Commercial Bank
- b. Thrift Bank
- c. Rural Bank
- d. GSIS

30. Ito ang tawag sa perang papel ng Pilipinas

- a. Fiat
- b. Token
- c. Bank notes
- d. Treasury Certificate

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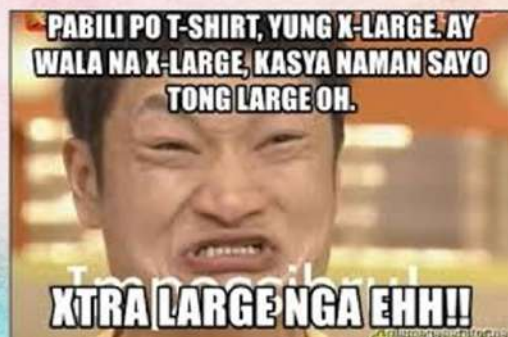
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**APPENDIX M**

**Sample Social Media Memes as an Instructional Tool in Teaching the  
Concept of Economics**

**Mga Ginamit na Memes sa Pagtuturo ng Ekonomiks**



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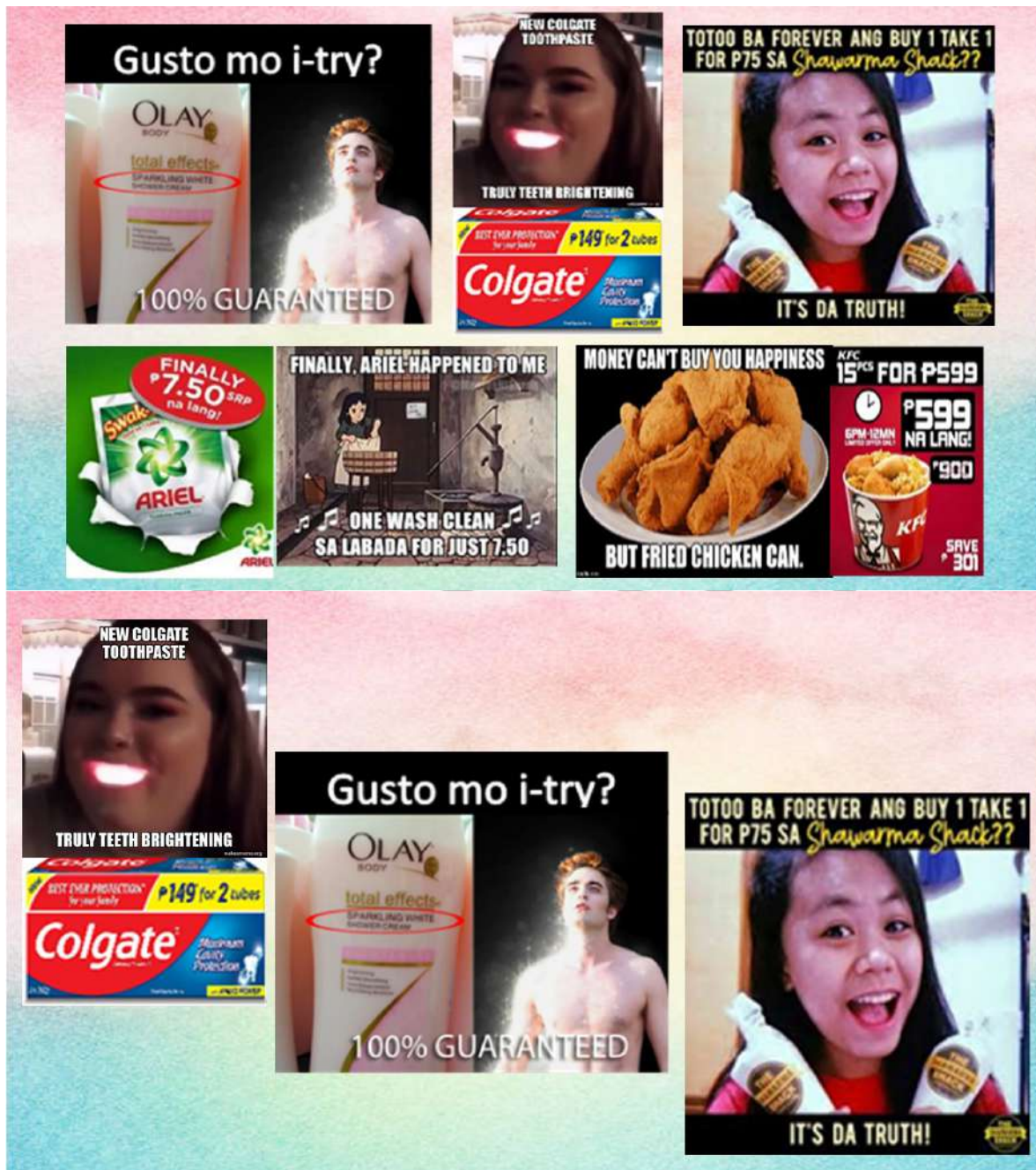




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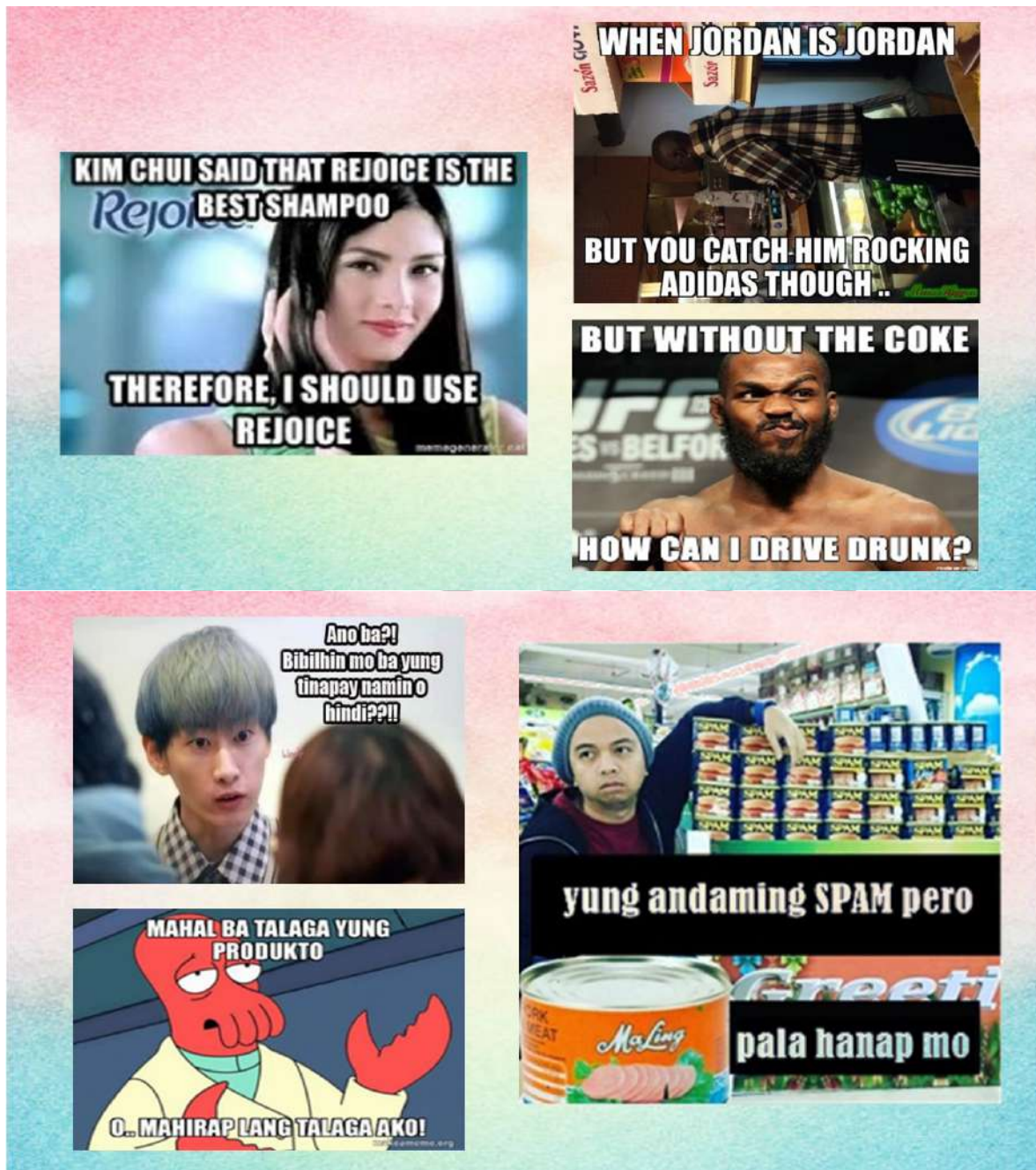
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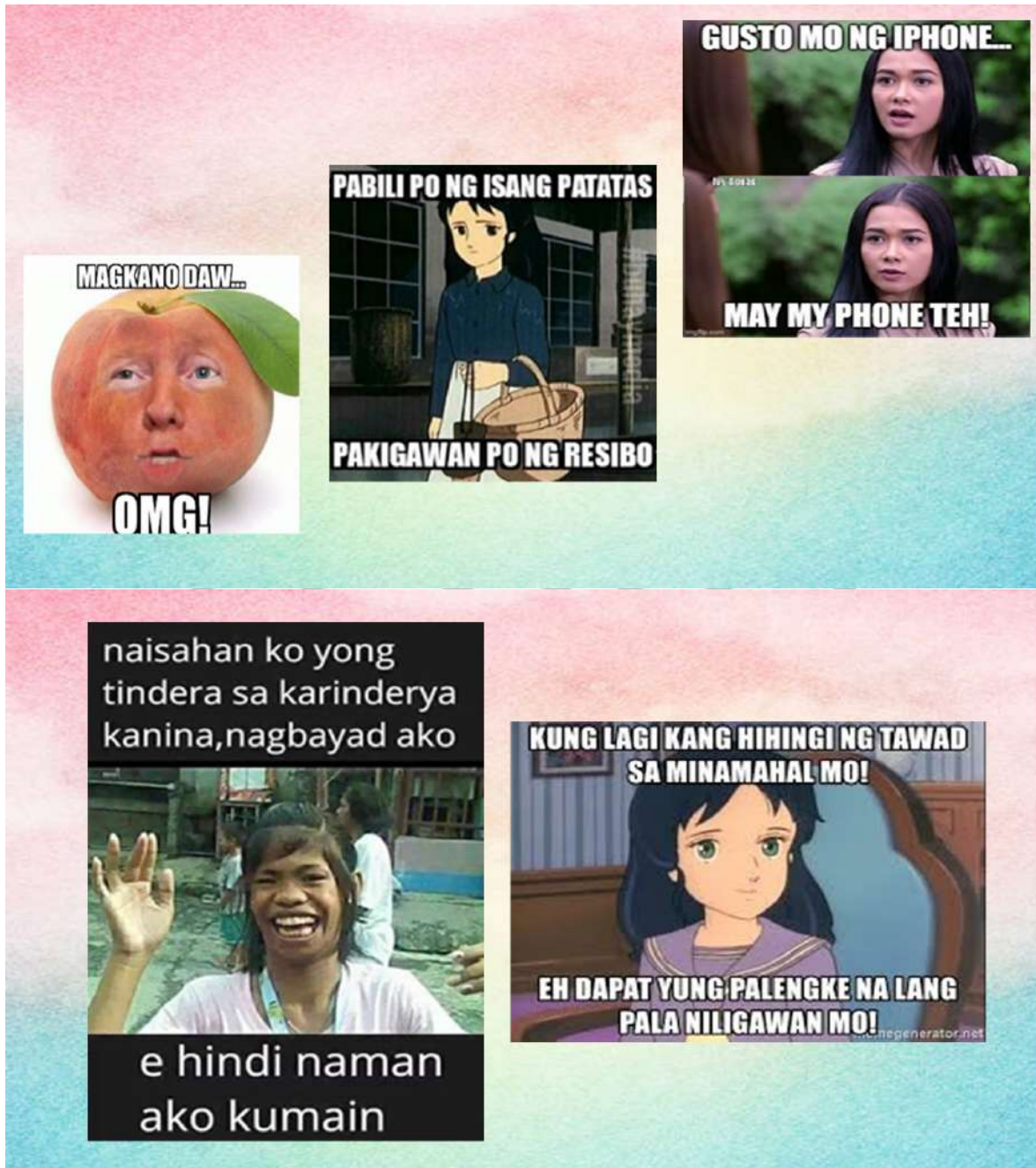
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### APPENDIX N

#### Frequency Distribution of the Control and Experimental Group in the 30-Item Pretest/Posttest

**Table 2.1.1**  
**Frequency Distribution of the Control Group in the 30-Item Pretest**

100% Equivalent of Students' Score	Frequency	Valid Percent
97	2	1.48
93	3	2.22
90	3	2.22
87	5	3.70
83	3	2.22
80	7	5.19
77	7	5.19
73	14	10.37
70	14	10.37
67	18	13.33
63	8	5.93
60	12	8.89
57	8	5.93
53	9	6.67
50	7	5.19
47	3	2.22
43	3	2.22
40	3	2.22
37	4	2.96
33	1	0.74
27	1	0.74
<b>Total</b>	<b>135</b>	<b>100.0</b>





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**Table 2.2.1**

**Frequency Distribution of the Experimental Group in the 30-Item Pre-Test**

100% Equivalent of Students' Score	Frequency	Valid Percent
87	1	0.74
80	3	2.22
77	3	2.22
73	9	6.67
70	11	8.15
67	21	15.56
63	18	13.33
60	19	14.07
57	6	4.44
53	8	5.93
50	7	5.19
47	3	2.22
43	5	3.70
40	5	3.70
37	3	2.22
33	11	8.15
30	1	0.74
27	1	0.74
<b>Total</b>	<b>135</b>	<b>100.0</b>



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**Table 4.1.1**  
**Frequency Distribution of the Control Group in the 30-Item Posttest**

100% Equivalent of Students' Score	Frequency	Valid Percent
100	3	2.22
97	3	2.22
93	2	1.48
90	4	2.96
87	7	5.19
83	10	7.41
80	11	8.15
77	21	15.56
73	13	9.63
70	21	15.56
67	16	11.85
63	11	8.15
60	5	3.70
57	2	1.48
53	3	2.22
50	2	1.48
47	1	0.74
<b>Total</b>	<b>135</b>	<b>100.0</b>



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**Table 4.2.1**  
**Frequency Distribution of the Experimental Group in the 30-Item Posttest**

100% Equivalent of Students' Score	Frequency	Valid Percent
100	1	0.74
97	12	8.89
93	13	9.63
90	8	5.93
87	30	22.22
83	24	17.78
80	14	10.37
77	15	11.11
73	8	5.93
70	6	4.44
67	1	0.74
63	2	1.48
57	1	0.74
<b>Total</b>	<b>135</b>	<b>100.0</b>



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### APPENDIX O

#### Cronbach's Alpha

Objective

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.656	.648	8

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.393	3.143	3.857	.714	1.227	.051	8
Inter-Item Correlations	.187	-.471	.745	1.217	-1.581	.115	8

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
objective3	23.71	3.143	.483	.930	.587
objective4	23.29	4.374	-.145	.611	.715
objective5	24.00	3.385	.576	.932	.583
objective6	24.00	3.846	.073	.939	.700
objective7	23.79	3.412	.341	.903	.627
objective8	23.79	2.951	.637	.934	.543
objective9	23.79	3.258	.435	.892	.602
objective10	23.64	3.170	.458	.680	.594

Content



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#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
.051	-.247	10

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.457	3.071	3.929	.857	1.279	.101	10
Inter-Item Correlations	-.020	-.632	1.000	1.632	-1.581	.135	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
content1	31.36	1.478	.429	.	-.376 <sup>a</sup>
content2	31.07	2.687	-.317	.	.271
content3	31.07	1.610	.409	.	-.299 <sup>a</sup>
content4	30.86	2.747	-.354	.	.270
content5	31.21	1.566	.486	.	-.355 <sup>a</sup>
content6	31.50	2.269	.096	.	.016
content7	31.29	2.374	-.122	.	.135
content8	30.64	2.709	-.412	.	.196
content9	30.64	2.709	-.412	.	.196
content10	31.50	1.500	.215	.	-.206 <sup>a</sup>



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a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Language and style

#### Reliability Statistics

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
-.534	-.565	10

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.350	3.000	3.643	.643	1.214	.040	10
Inter-Item Correlations	-.037	-.689	.400	1.089	-.581	.078	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LAS1	29.86	1.363	.170	.665	-.880 <sup>a</sup>
LAS2	30.14	1.670	-.085	.747	-.511 <sup>a</sup>
LAS3	30.36	1.324	.029	.631	-.775 <sup>a</sup>
LAS4	30.14	1.363	.170	.360	-.880 <sup>a</sup>
LAS5	29.86	2.132	-.394	.590	-.157 <sup>a</sup>
LAS6	30.29	1.758	-.117	.476	-.471 <sup>a</sup>



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LAS7	30.07	1.918	-.263	.688	-.290 <sup>a</sup>
LAS8	30.50	1.962	-.297	.779	-.233 <sup>a</sup>
LAS9	30.14	1.670	-.085	.577	-.511 <sup>a</sup>
LAS10	30.14	1.978	-.299	.769	-.256 <sup>a</sup>

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

#### Illustration

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.582	.572	10

##### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.279	3.000	3.786	.786	1.262	.059	10
Inter-Item Correlations	.118	-.540	.603	1.143	-1.117	.077	10

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ILLUS1	29.57	3.956	.480	.784	.506
ILLUS2	29.57	3.495	.518	.946	.474
ILLUS3	29.79	4.181	.384	.958	.532
ILLUS4	29.21	4.181	.241	.968	.562
ILLUS5	29.64	5.016	-.122	.926	.626





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ILLUS6	29.79	4.951	-.088	.951	.624
ILLUS7	29.50	3.962	.412	.758	.518
ILLUS8	29.57	4.110	.124	.844	.614
ILLUS9	29.00	4.154	.355	.887	.536
ILLUS10	29.43	3.956	.378	.758	.525

#### Organization

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.466	.517	10

##### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.200	2.929	3.500	.571	1.195	.036	10
Inter-Item Correlations	.097	-.469	1.000	1.469	-2.134	.079	10

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ORG1	28.86	2.593	.827	.	.253
ORG2	28.50	3.500	-.040	.	.523
ORG3	28.79	3.412	-.026	.	.529
ORG4	28.57	3.033	.221	.	.428
ORG5	28.93	2.841	.392	.	.366
ORG6	28.86	2.593	.827	.	.253



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ORG7	28.57	2.879	.315	.	.391
ORG8	29.07	3.456	.006	.	.501
ORG9	28.93	3.764	-.138	.	.506
ORG10	28.93	3.610	-.079	.	.527

### General Evaluation

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.837	.814	10

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.171	3.071	3.429	.357	1.116	.016	10
Inter-Item Correlations	.305	-.650	1.000	1.650	-1.539	.154	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GE1	28.64	7.016	.817	.	.793
GE2	28.57	6.725	.824	.	.789
GE3	28.50	6.731	.743	.	.797
GE4	28.64	7.016	.817	.	.793



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GE5	28.64	7.016	.817	.	.793
GE6	28.64	8.247	.302	.	.842
GE7	28.29	7.758	.446	.	.830
GE8	28.43	8.879	.071	.	.862
GE9	28.64	9.324	-.061	.	.857
GE10	28.43	7.956	.424	.	.831

Problems encountered

### Reliability Statistics

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
-1.750	-2.035	7

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.800	1.400	3.800	2.400	2.714	.787	7
Inter-Item Correlations	-.106	-1.000	.667	1.667	-.667	.227	7

### Item-Total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted



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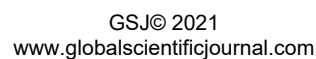
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PROB1	8.80	1.200	-.612	.	-.600 <sup>a</sup>
PROB3	11.20	.700	-.218	.	-1.714 <sup>a</sup>
PROB4	11.20	1.700	-.840	.	1.865E-15
PROB5	11.00	.500	.000	.	-2.880 <sup>a</sup>
PROB7	11.00	.500	.000	.	-2.880 <sup>a</sup>
PROB9	11.20	.700	-.218	.	-1.714 <sup>a</sup>
PROB10	11.20	.700	-.218	.	-1.714 <sup>a</sup>

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

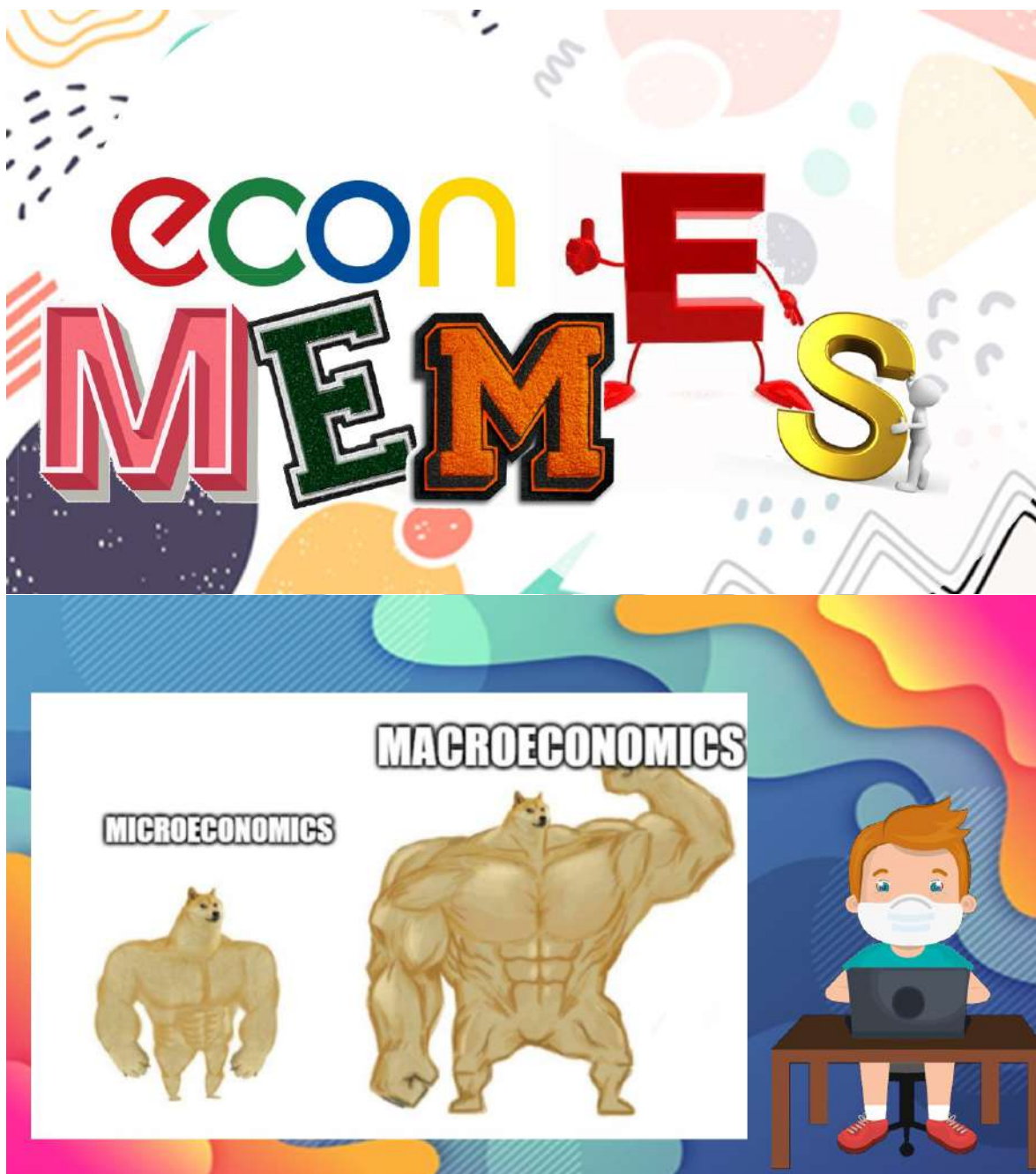
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**Social Media Memes : Gamit Panturo para sa Araling Panlipunan 9 na nakasunod sa Mahahalagang Kasanayang Pampagkatuto (MELCs)**



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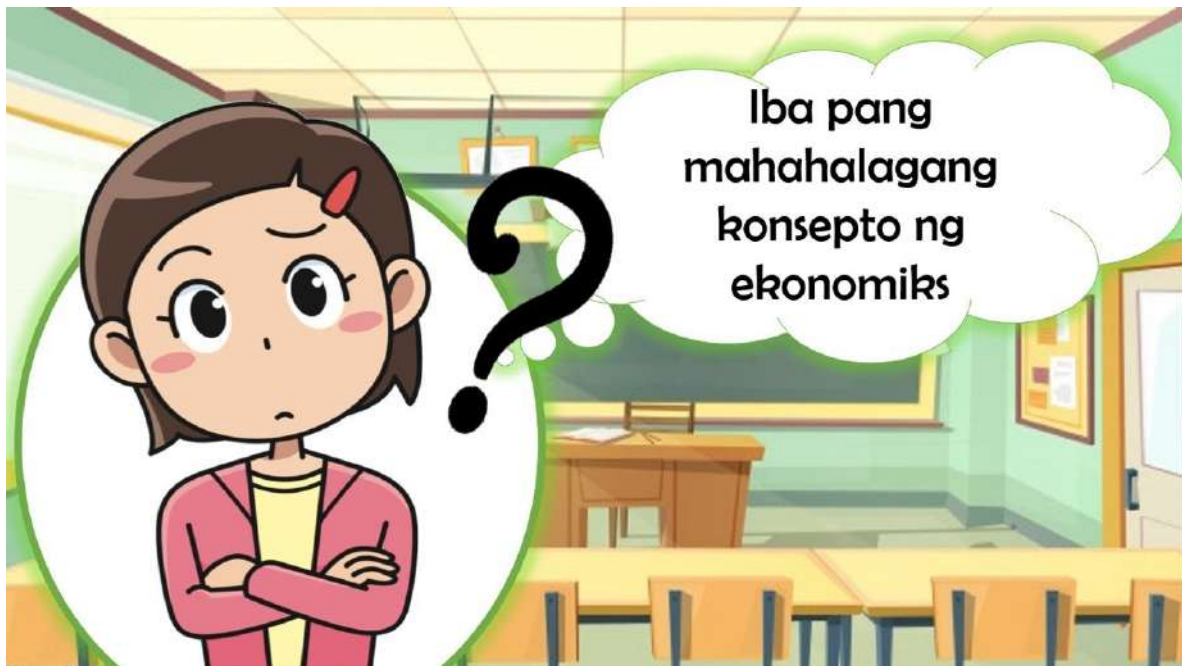




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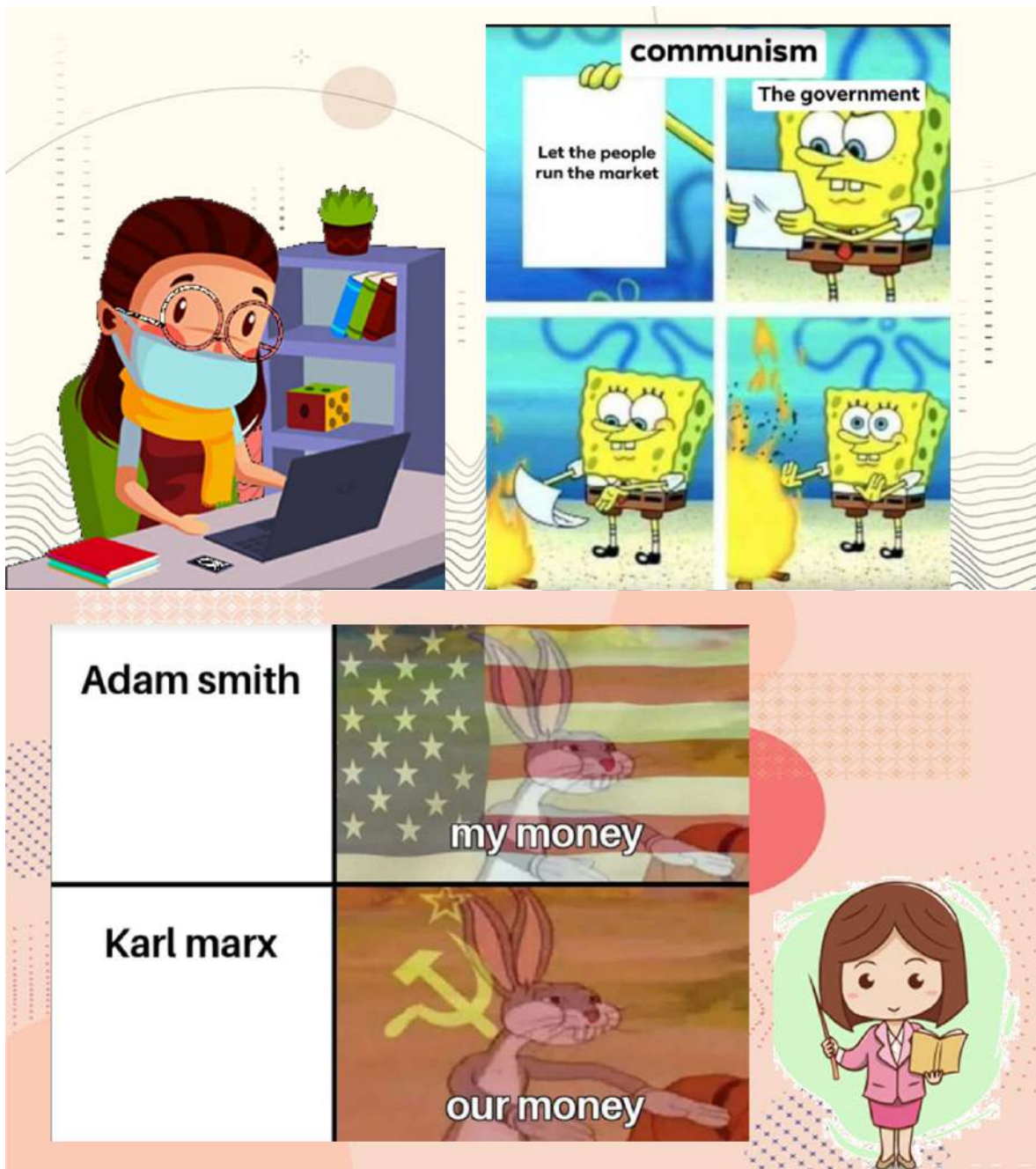
	<b>COMMAND / COMMUNIST ANG EKONOMIYA</b>
	<b>PANTAY-PANTAY ANG MGA TAO MABABA ANG UNEMPLOYMENT RATE</b>
	<b>WALANG PRIBADONG KINUHA LAHAT NG ARI-ARIAN MO WALANG KANG KALAYAAN WALANG AKONG PAGPIPILIAN CORRUPT ANG GOBYERNO MABABA ANG SUWELDO KO</b>





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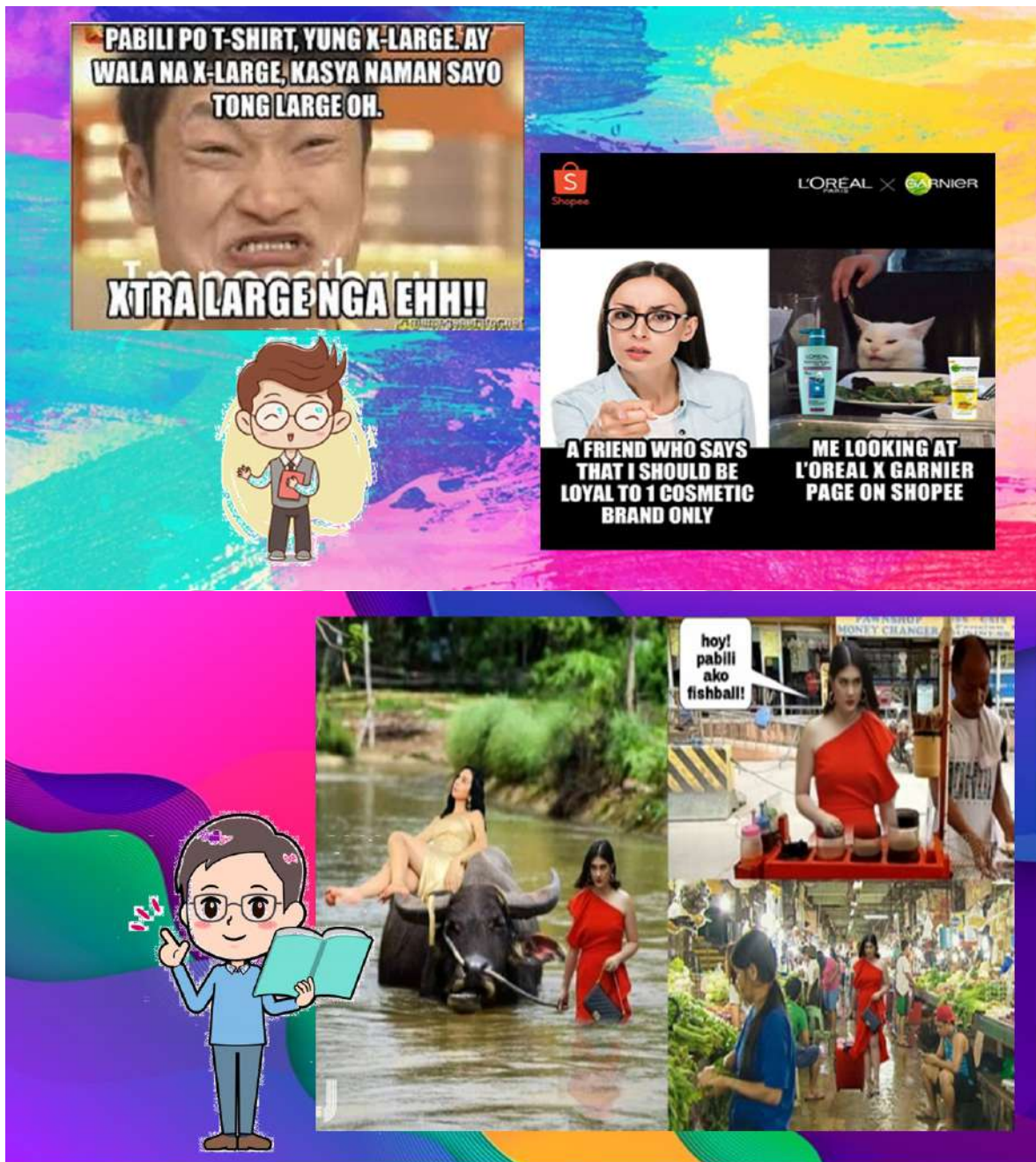
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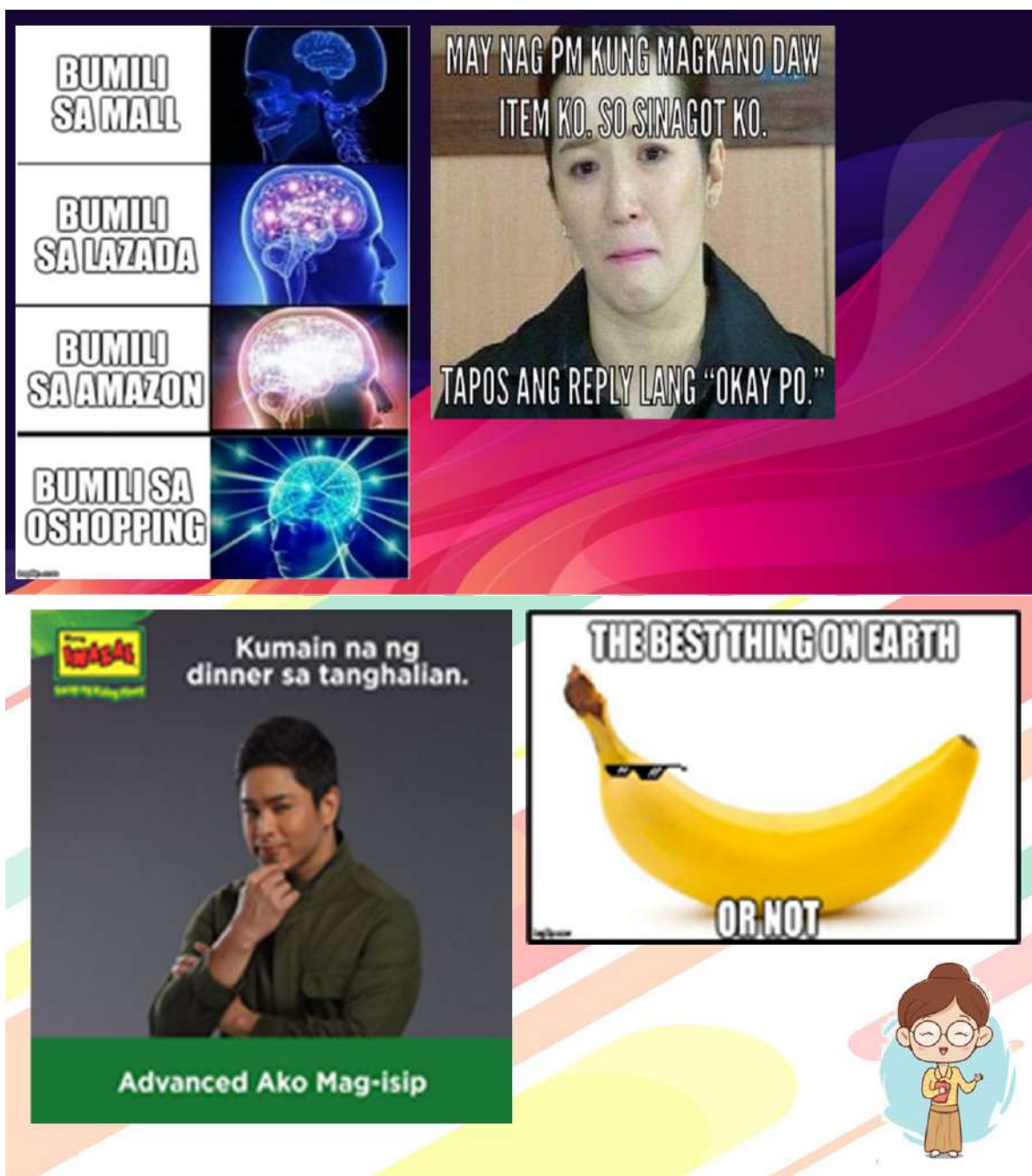
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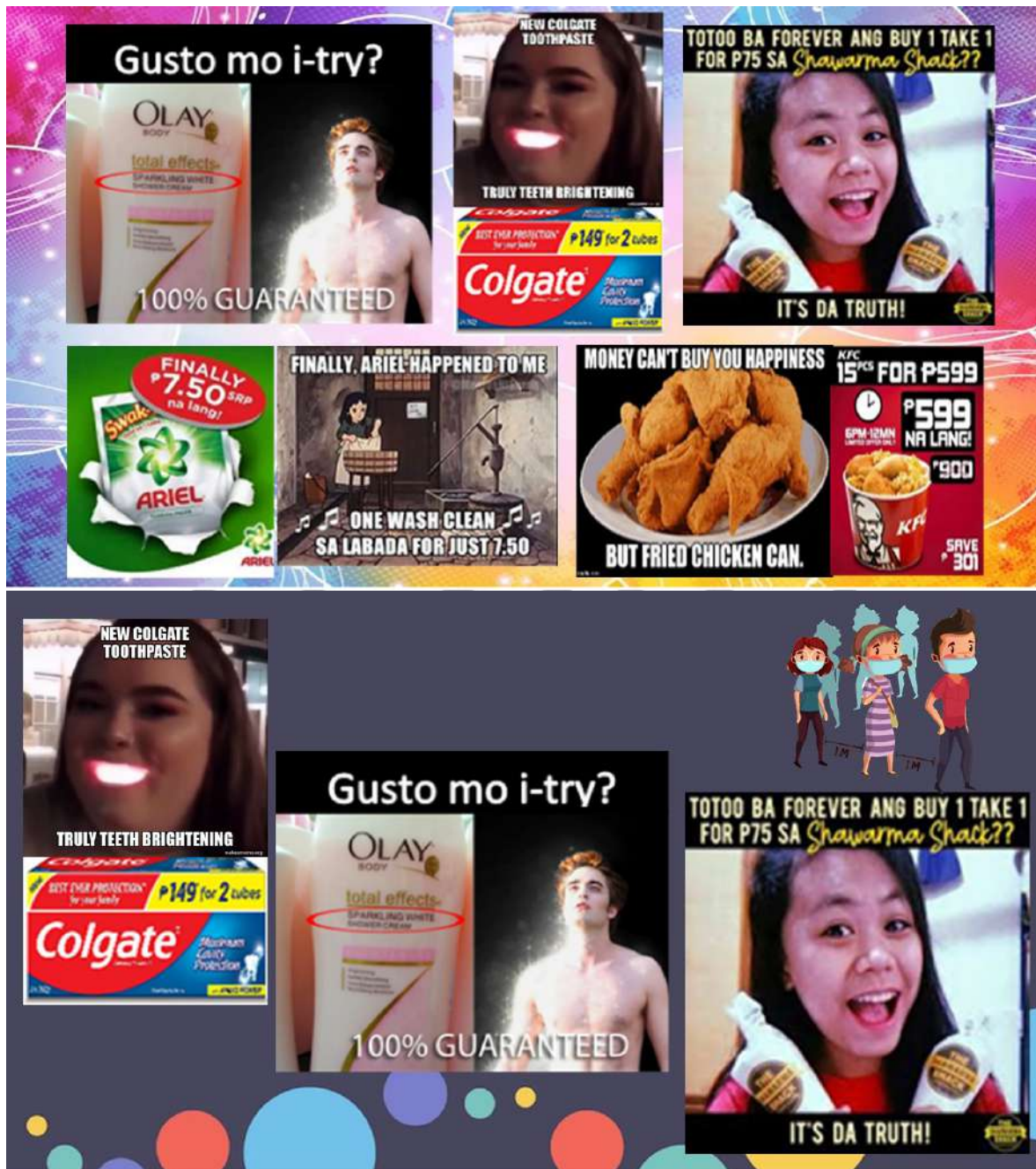
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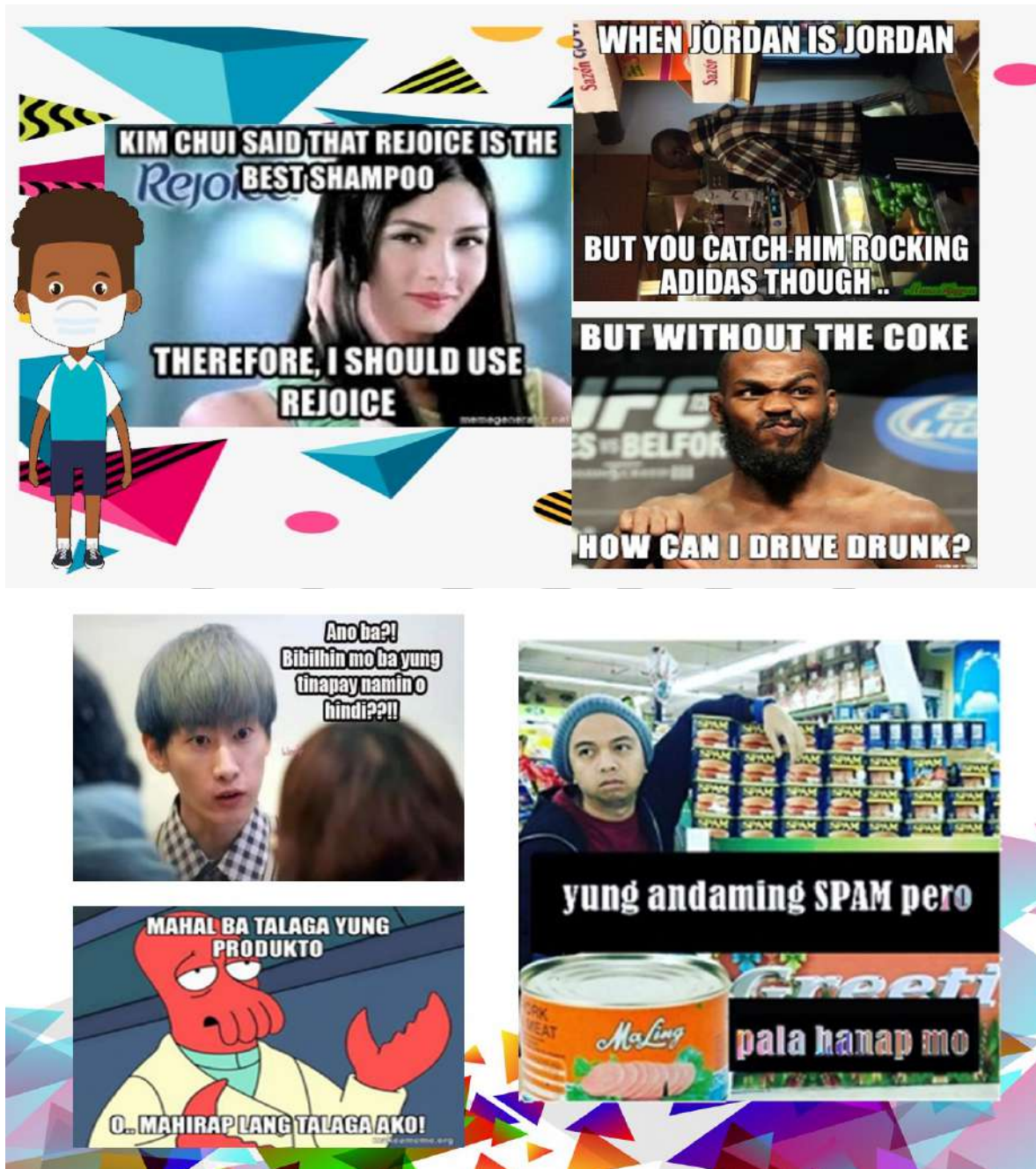
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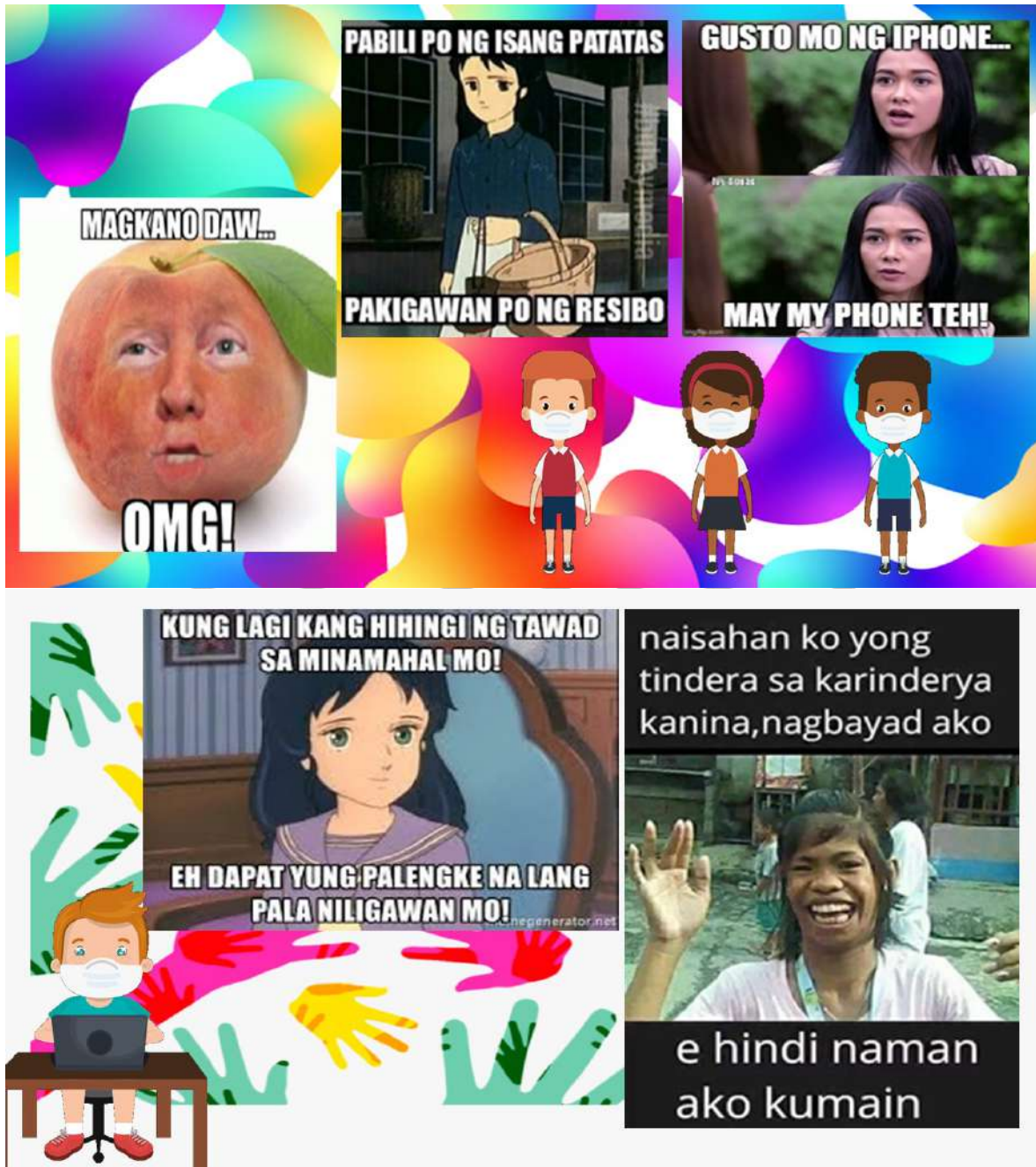
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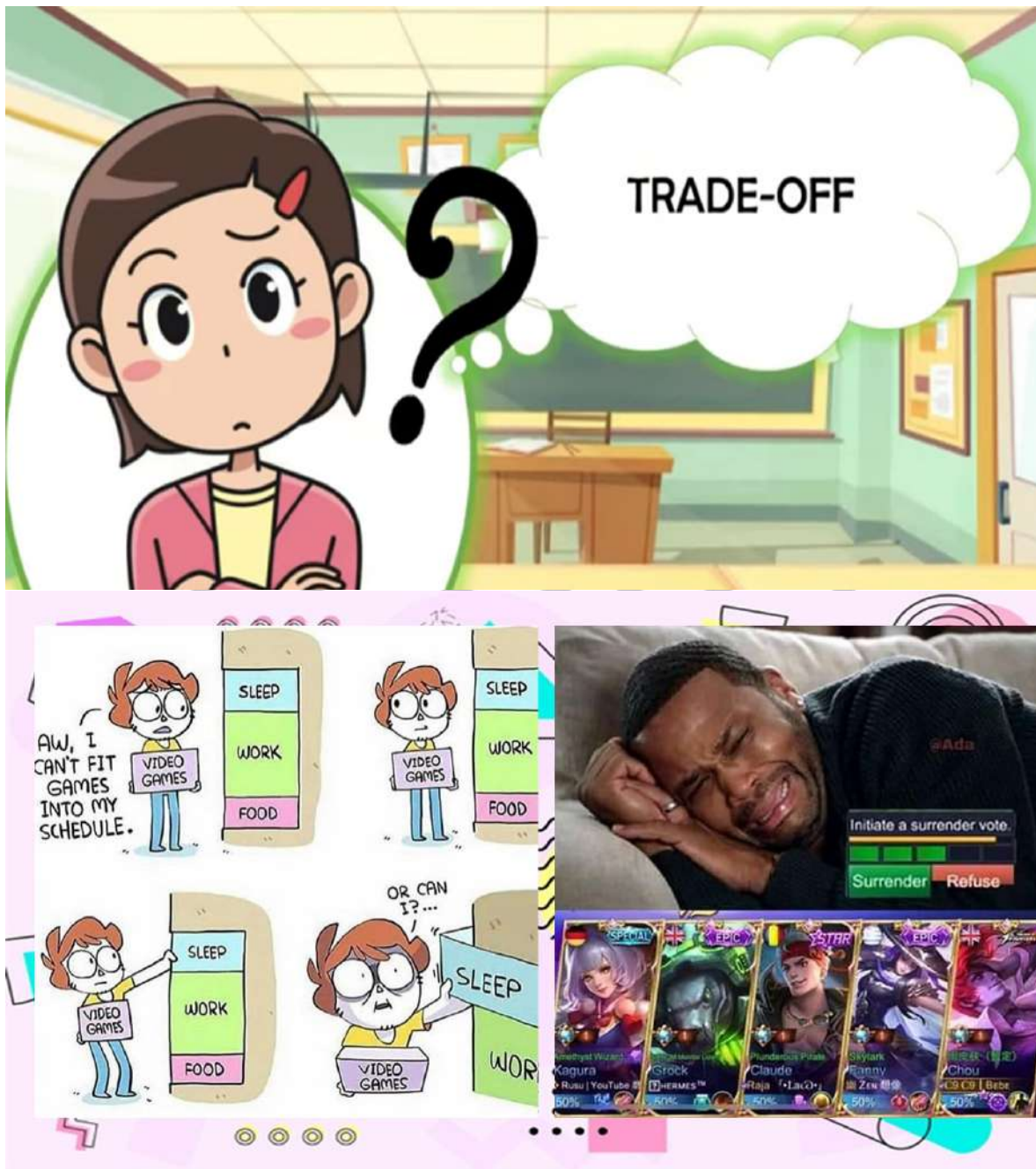




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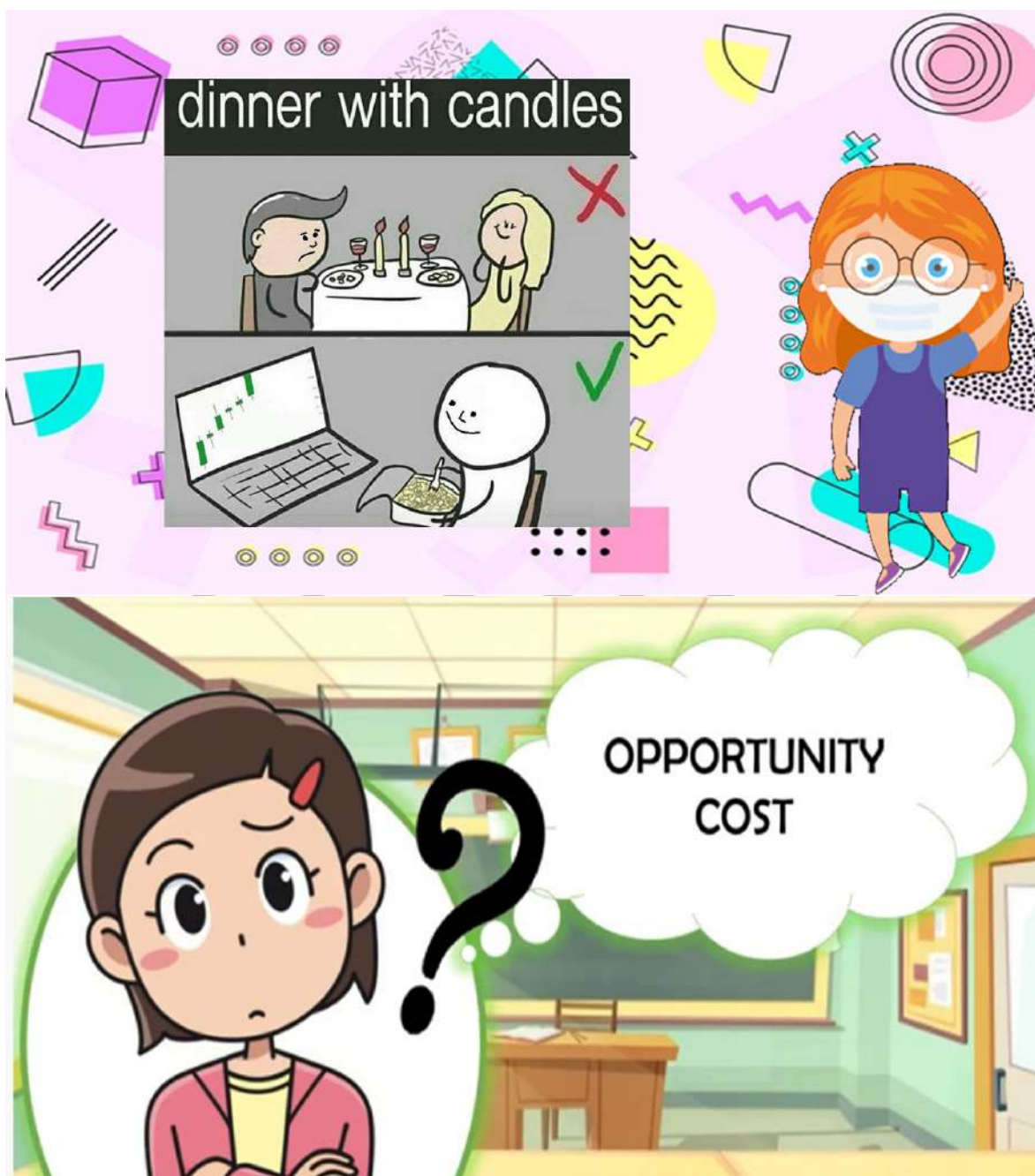
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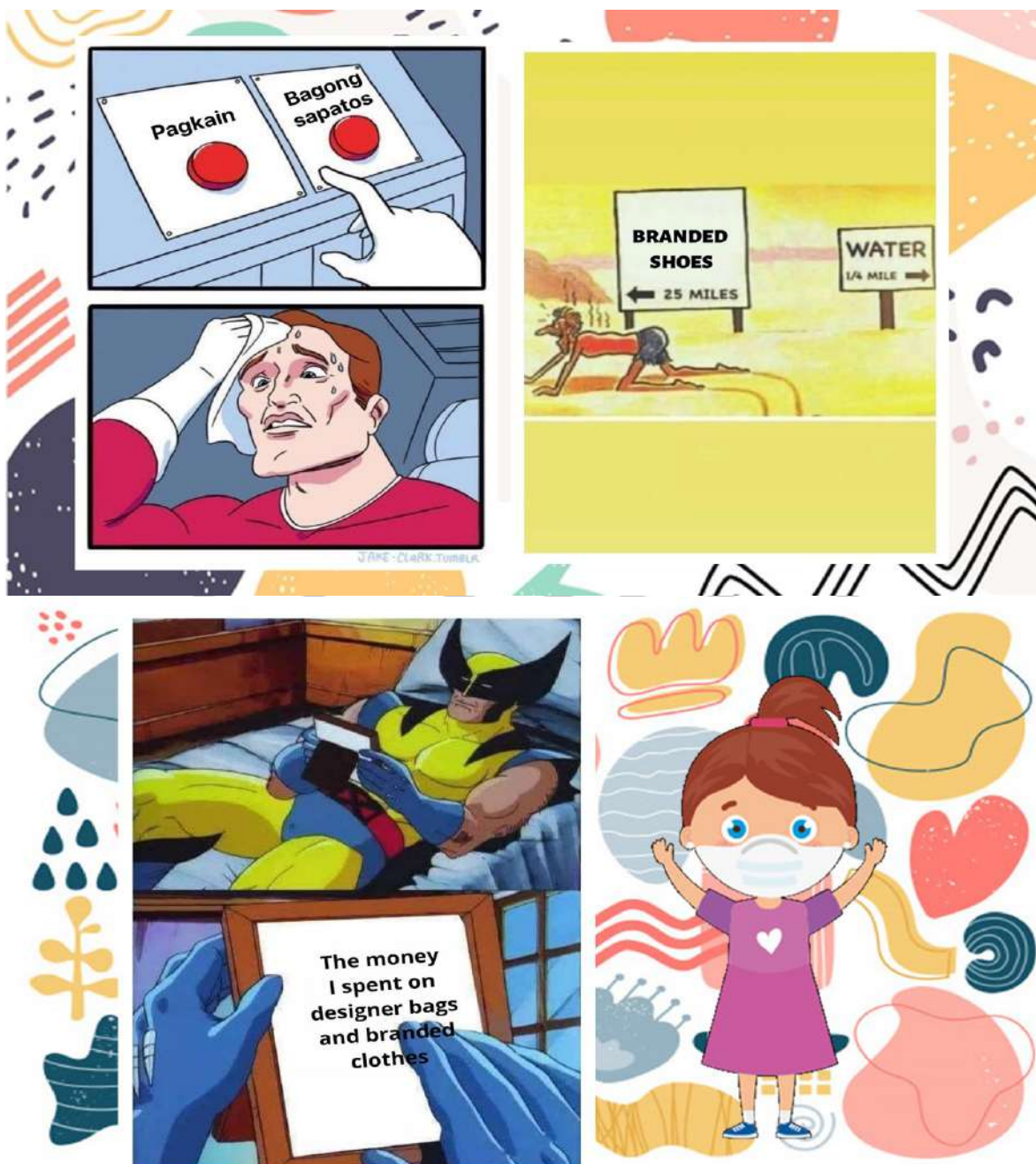
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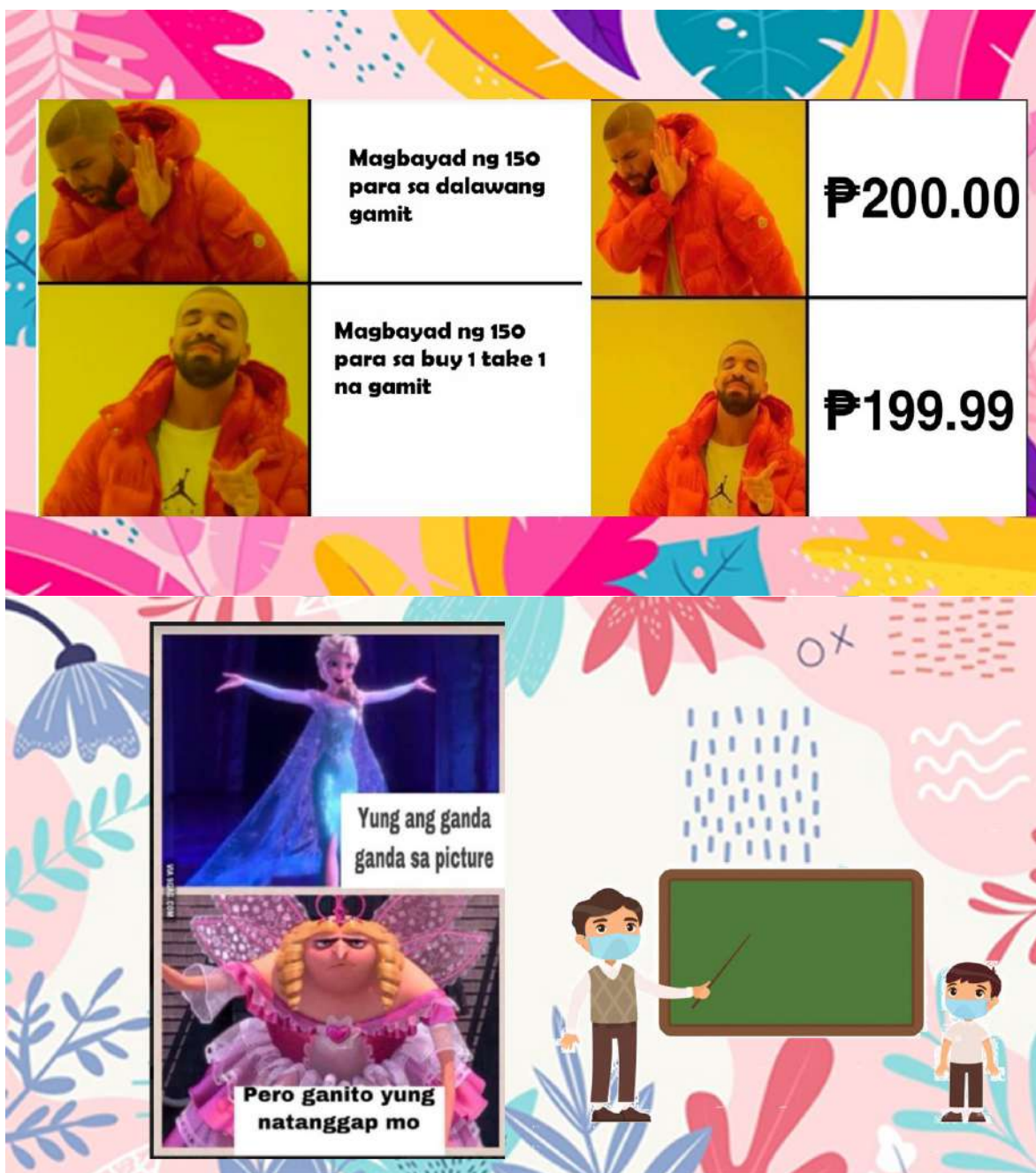




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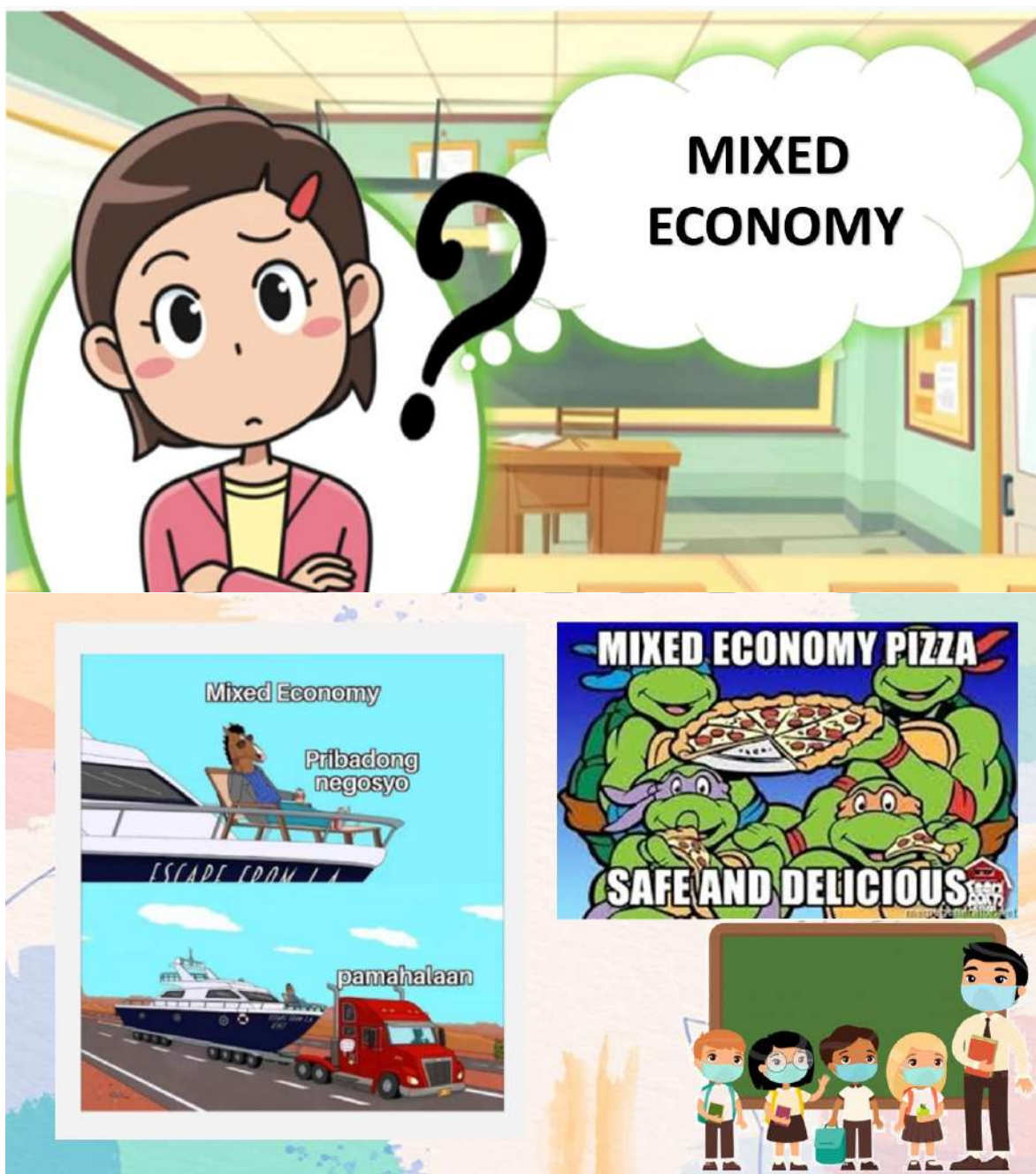
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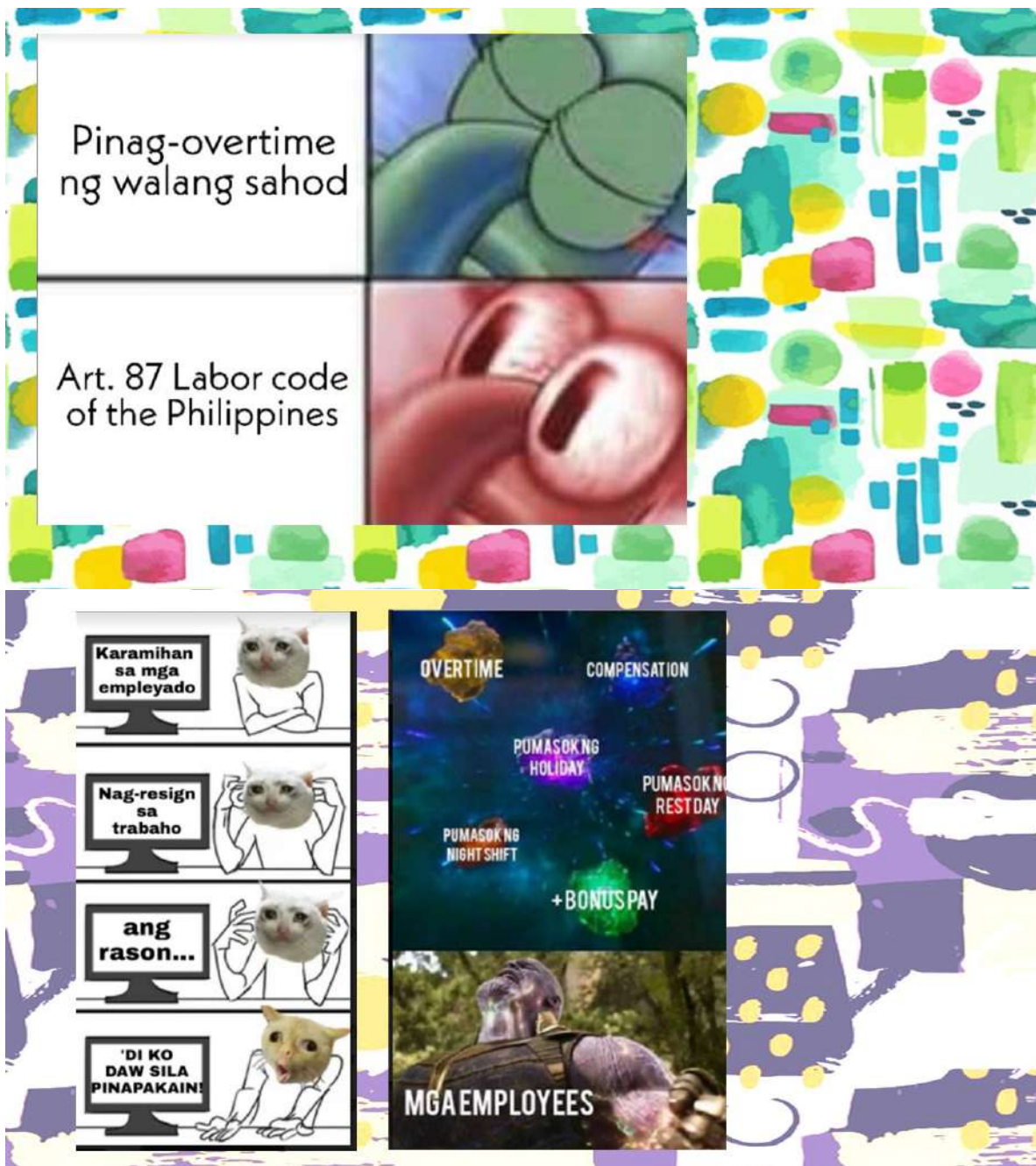
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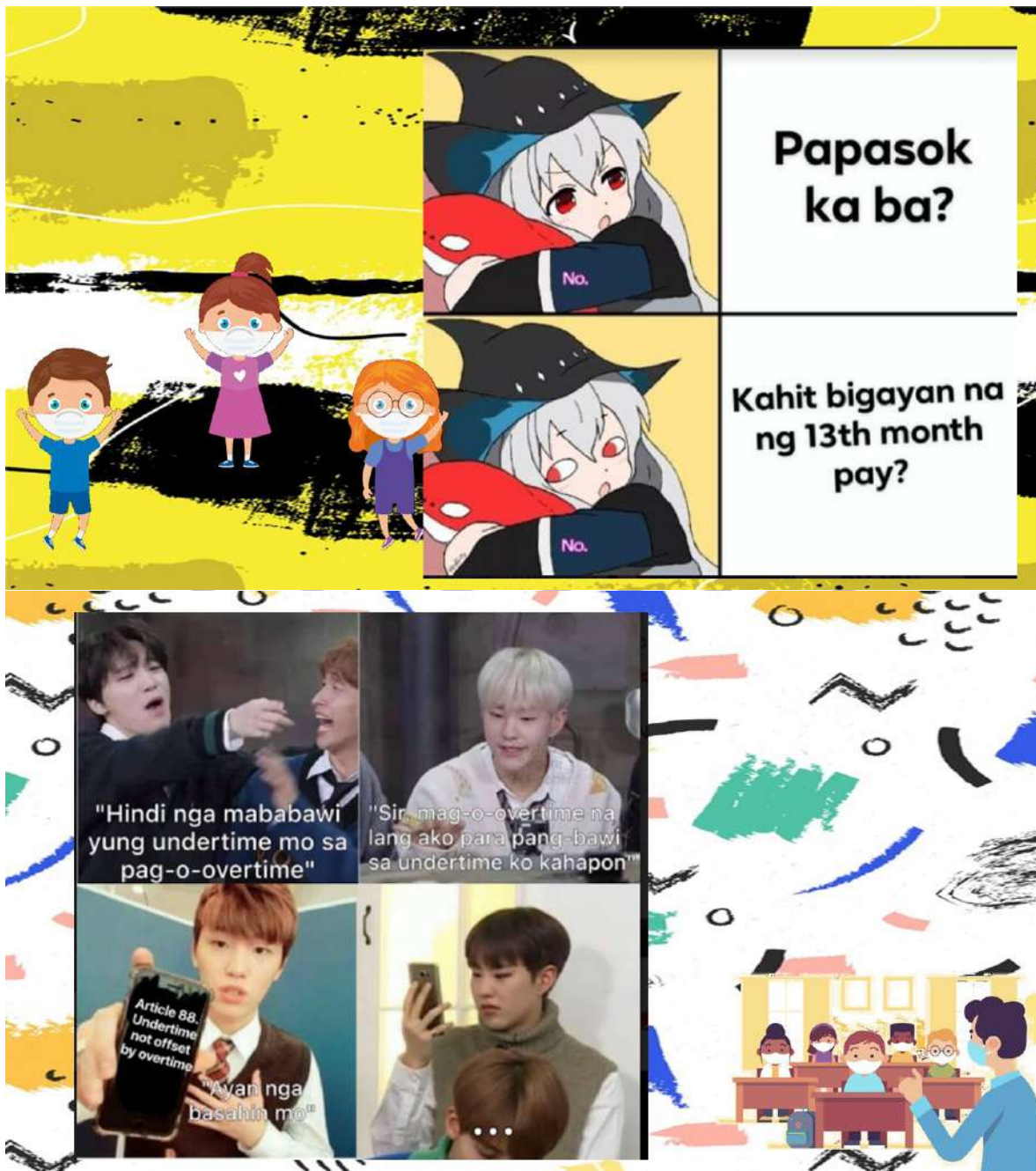
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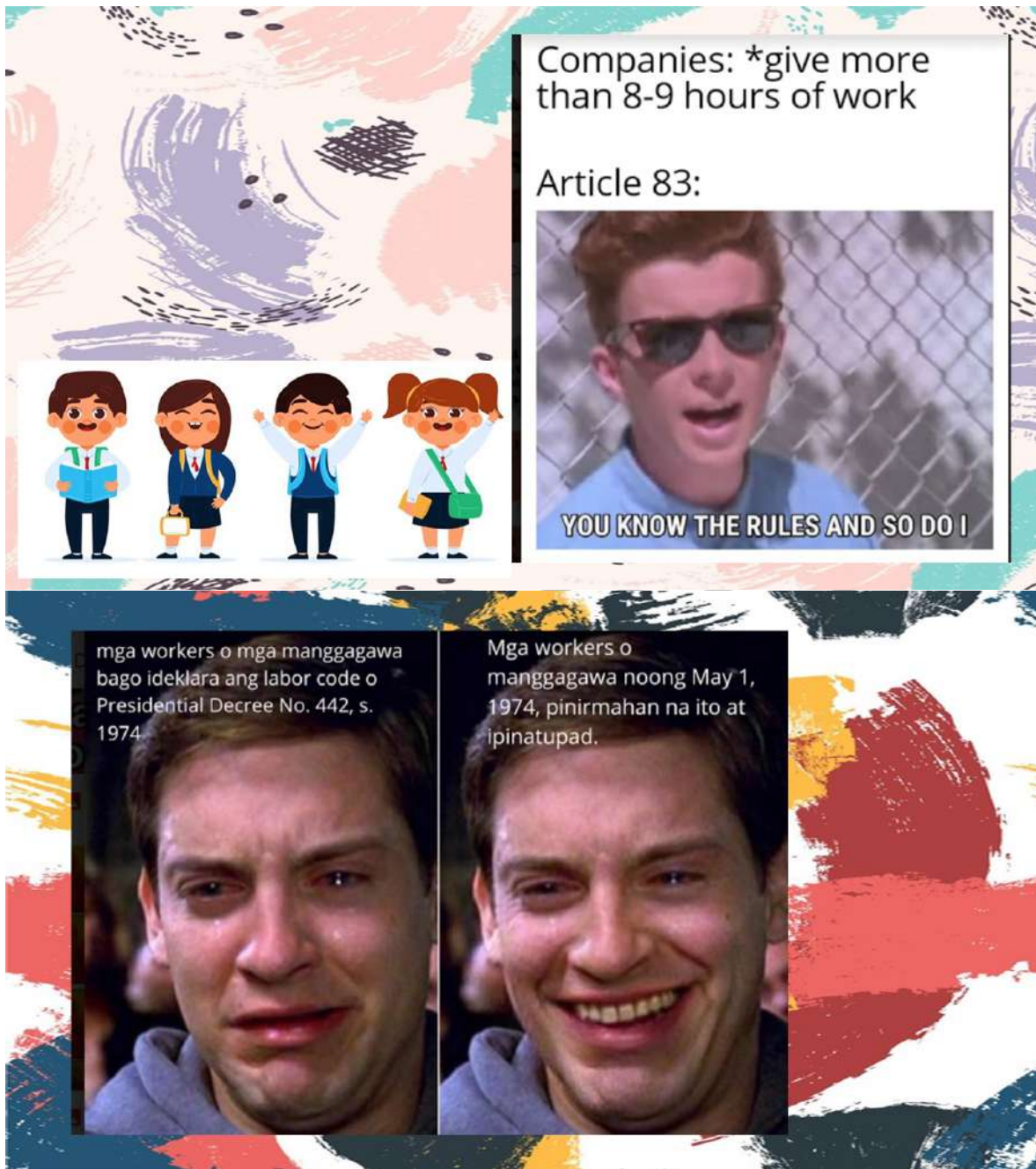
## SCHOOL OF GRADUATE STUDIES

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**CURRICULUM VITAE**

**INNA GARCIA VILLANUEVA**

Institution : Santa Rosa Science and  
Technology High School  
Address : J.P Rizal St., LM Subdivision  
Brgy. Market Area,  
City of Santa Rosa, Laguna  
Home Address : Emerald St., Perlas Subdivision  
Brgy. Tagapo, City of Santa Rosa  
Laguna  
Mobile No. : 0916-2374823  
Email address : teacher.inna.fs6@gmail.com



**SUMMARY**

Junior High School teacher, Teacher-Registrar and Interact Club Moderator

**EXPERIENCE HIGHLIGHTS**

NATURE OF WORK / POSITION	INCLUSIVE YEARS	COMPANY / SCHOOL
Junior High School Teacher Teacher I	2015- present	Santa Rosa Science and Technology High School
Head, Student Services	2013-2015	Immaculate Conception I- College/ La Consolacion University Philippines
Head, Academic Affairs And Student Services Program	2008-2011	Immaculate Conception I- College/ La Consolacion University Philippines
Marketing Assistant/Placement Officer	2003-2013	La Consolacion University Philippines
Part-Time Instructor	2008-2015	La Consolacion University Philippines
Student Services Head/ Career Guidance Adviser	2008-2009	La Consolacion University Philippines





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<b>Part-Time Instructor</b>	2008-2010	Polytechnic University of the Philippines, Manila St. Joseph's College
<b>English Instructor</b>	2008-2009	Rotary Club of Santa Maria, Bulacan
<b>Part-Time Instructor</b>	2007-2009	St. Paul University, Quezon City
<b>Customer Service Associate</b>	2006-2007	Advanced Contact Solutions
<b>Faculty-Hs Teacher</b>	2002-2006	Siena College, Quezon City

#### **EDUCATION**

##### **Master of Arts in Education Major in Social Studies**

Laguna College of Business and Arts, Calamba City, Laguna, Philippines (2018-2021)

##### **Master of Arts in History**

De La Salle University, Taft Avenue, Manila  
Complete Academic Requirements (CAR)

##### **Bachelor of Secondary Education Major in Social Studies minor in English**

Pamantasan ng Lungsod ng Maynila (1998-2002)

Cumlaude/Ten Outstanding Students of the Philippines (TOSP) Awardee

#### **PROFESSIONAL GROWTH ACTIVITIES** *(for the last 5 years ONLY.)*

<b>DATE</b>	<b>TITLE OF SEMINAR/WORKSHOP/ CONFERENCE</b>	<b>VENUE/ PLATFORM</b>	<b>TYPE OF PARTICIPATION</b>	<b>CONDUCTED/SPONSORED BY</b>
November 28, 2020	DepEd Google Certified Educator Level 1 Webinar Series] Lesson 1: Drive +	Youtube-Live	Attendee	Department of Education





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	Gmail + Keep + Tasks			
November 18, 2020	Teacher Induction Program (Session 4 and Closing)	Google Meet	Facilitator	Santa Rosa Science and Technology High School
October 30, 2020	Division Online Orientation on the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan	Facebook Live	Attendee	Department of Education-Schools Division of Santa Rosa City
October 29, 2020	Global Filipino Teachers Series: Professional Development Program	Facebook Live	Attendee	The National Educators Academy of the Philippines, in collaboration with Globe Telecom  Habi Education Lab and Teach for the Philippines.
October 27, 2020	Learning Delivery Modalities (LDM2) for Teachers and Learners Welfare and Well-Being	Facebook Live	Attendee	The National Educators Academy of the Philippines, in collaboration with Globe Telecom  Habi Education Lab and Teach for the



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				Philippines.
October 1, 2020	Child Rights and Child Protection in Basic Education in the Time of COVID 19	Facebook Live	Attendee	Department of Education
September 29, 2020	Online Psychological First Aid (For Secondary Learners) Assistant Professor and Psychologist Dan Paolo Yema (University of the Philippines Los Banos) and Mr Ed Caligner, Psychologist	Facebook Live	Attendee	Psychological Association of the Philippines
September 29, 2020	Value Added Talks: A Webinar Series on DepEd Core Values Episode 4	Facebook Live	Attendee	Department of Education-Schools Division of Santa Rosa City
September 29, 2020	Forum on International Partnerships and Commitments in Basic Education Third Session of the Forum on International Partnerships and Commitments in Basic Education Theme: Shaping the future of education through cooperation in the Asia-Pacific region	Facebook Live	Attendee	Department of Education
September 28, 2020	Division Online Orientation on The Role of Parents and Learning Facilitators in The Implementation of Distance Learning Delivery Modalities	Facebook Live	Attendee	Department of Education-Schools Division of Santa Rosa City



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September 24, 2020	Bridging the Gap and Beyond the New Normal in the Education of Learners with Disability through Technology	Facebook Live	Attendee	Department of Education
September 22, 2020	Joint Webinar on Developing Flexible and Technology-Mediated Learning Programme	Facebook Live	Attendee	SEAMEO-ALCU
September 22, 2020	Value Added Talks Episode 3: Responsible Digital Citizenship	Facebook Live	Attendee	Department of Education-Schools Division of Santa Rosa City
September 8, 2020	LDM 2 Course for Teachers LEARNING DELIVERY MODALITIES (LDM) 2 COURSE UNDER THE BASIC EDUCATION LEARNING CONTINUITY PLAN (BE-LCP)	Facebook Live	Attendee	Department of Education
September 17, 2020	Brigada Eskwela Partnership Webinar Series #2: Parents and Teachers in a Home-Based Learning Setting (Luzon Cluster)	Facebook Live	Attendee	Department of Education
September 17, 2020	Teaching in the New Normal (Day 2)	Facebook livestreaming of Knowledge Channel	Attendee	Knowledge Channel Foundation Director of Operations, Edric Calma
September 16, 2020	Teaching in the New Normal (Day 1)	Facebook livestreaming of	Attendee	Knowledge Channel Foundation



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	-School At Home Webinar Part 1 #SchoolAtHome webinar series	Knowledge Channel		Director of Operations, Edric Calma
September 15, 2020	Value-added talks: A webinar series on DepEd Core Values	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
September 14, 2020	Child Rights and Child Protection in Basic Education (Episode 3) "Child Rights and Child Protection in Basic Education Webinar Series: Isulong! Karapatan ng Bata sa Panahon ng COVID-19".	Facebook Live	Attendee	Department of Education  UNICEF
September 8, 2020	"Child Rights and Child Protection in Basic Education Webinar Series: Isulong! Karapatan ng Bata sa Panahon ng COVID-19"- EPISODE 2	Facebook Live	Attendee	Department of Education  UNICEF
September 8, 2020	International Literacy Day 2020	Facebook Live	Attendee	DepEd Philippines and DepEd-International Cooperation Office
September 7, 2020	"Child Rights and Child Protection in Basic Education Webinar Series: Isulong! Karapatan ng Bata sa Panahon ng COVID-19"- EPISODE 1	Facebook Live	Attendee	Department of Education
September 3, 2020	Teacher Induction Program for Newly Hired Teachers on Modules 3- 6	Google Meet	Facilitator	Santa Rosa Science and Technology High School



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August 29, 2020	Ika-7 Panrehiyong Kongreso ng Mga Guro sa Filipino	Facebook Live	Attendee	Pambansang Samahan Ng Mga Tagamasid at Tagapagtaguyod Sa Filipino (PASATAF)
August 13, 2020	Webinar Series on Raising Awareness on Mental and Neurological Health Care in Partnership with Lingap Diwa UNILAB Episode 4: Enhancing Resilience in the Workplace	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
August 12, 2020	Mental and Neurological Health Care Webinar Episode 3: 10 Tips on How to Keep Your Brain Healthy While Staying At Home	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
August 7, 2020	Webinar Series on Raising Awareness on Mental and Neurological Health Care in Partnership with Lingap Diwa UNILAB Episode 2: Enhancing Resiliency in the Workplace	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
August 6, 2020	Teacher Induction Program for Newly Hired Teachers on Modules 3- 6	Google Meet	Facilitator	Santa Rosa Science and Technology High School
August 6, 2020	Mental and Neurological Health Care Webinar Series 1: Mental Health in the Era of COVID-19	Facebook Live	Attendee	Schools Division Office of Santa Rosa



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August 4, 2020	Facts Minimize Fears (Webinar Series for Personnel) Episode 3: Beauty, Wellness and Personal Care Amid the Pandemic	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
August 1, 2020	Online Engagement, Student Motivation, And Learning Experience Enriched Through Gamification	Zoom Meeting	Attendee	Manuel S. Enverga University Foundation
July 31, 2020	Transitioning to Online Learning Through Flipped Learning	Schoology	Attendee	Rex Academy
July 21, 22, 24, 2020	Capacity Building for Teachers and School Leaders focused on Development and Utilization of I.D.E.A Lesson Exemplar	Google Classroom/Facebook Live	Attendee	National Educators Academy-CALABARZON
July 15, 2020	Faculty Performance Evaluation in a Flexible Class Environment	Facebook Live	Attendee	Commission on Higher Education-Hecbol
July 11, 2020	Module Making: Designing and Creating MELC-Compliant Modules Part 1	Facebook Live	Attendee	Kaagapay: Teacher Support
July 4, 2020	Module Making: Designing and Creating MELC-Compliant Modules Part 1	Facebook Live	Attendee	Kaagapay: Teacher Support
July 3, 2020	Exploring Perusall: A Free Interactive Text-Based Social Learning Platform	Facebook Live	Attendee	University of The Philippines-Los Banos





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July 2, 2020	Remote Psychosocial First Aid (PFA )or Teachers (SDO)	Facebook Live	Attendee	Schools Division Office of Santa Rosa City
July 2, 2020	Teacher Induction Program for Newly Hired Teachers on Modules 3- 6	Google Meet	Facilitator	Santa Rosa Science and Technology High School
July 1, 2020	Netiquette in A Remote Class Setting	Schoology	Attendee	Rex Academy
July 1-3, 2020	International Webinar with Different Platforms: An Aid for Virtual in The New Normal Schooling	Facebook Live	Attendee	Jfer Training & Development Services
July 1, 2020	Help Your Students Improve Their Writing Skills with Write & Improve	Cambridge Assessment Website	Attendee	Cambridge Assessment
June 23-26, 2020	ERB EDUCATIONAL RADIO/TV BROADCASTING WEBINAR SERIES	Facebook Live	Attendee	DepEd Philippines
June 23, 2020	The Learner During the Pandemic: Implications to Student-Centered Emergency Education	Facebook Live	Attendee	University Of The Philippines-Diliman
June 23, 2020	Educational Resources for Remote Teaching and Learning	Facebook Live	Attendee	Department of Information and Communications Technology
June 23, 2020	Introducing New Online Self-Access Materials for B2 First for Schools And C1 Advanced Learners	Cambridge Assessment Website	Attendee	Cambridge Assessment

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June 22-26, 2020	International Webinar Series on Teaching, Learning, And School Management in The Digital Age	Facebook Live	Attendee	Magister Servus
June 19, 2020	The New Normal Classroom Modality Teaching Session 3	Facebook Live	Attendee	Deped Edtech Unit
June 18, 2020	Remote Teaching and Learning Webinar: Session II ( DICT Mindanao Cluster 1 and UPOU) - Teaching Presence in Philippine K-12 Blended Learning Classes under the Alternative Delivery Mode (UPOU)	Zoom	Attendee	University of the Philippines
May 12, 2020-June 18, 2020	Webinar Series on Child Protection in COVID – 19 Pandemic: Online Capacity Building for Social Workers and Community Service Providers  Module 1: Mental Health and Psychosocial Support Training (MHPSS) -May 12, 2020  Module 2: Gender-Based Violence (GBV)- May 22, 2020  Module 3: Case Management- May 26, 2020	Zoom	Attendee	Red Cross DSWD UNICEF



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	<p>Module 4: Violence Against Children (VAC) and Protection Against Sexual Exploitation and Abuse (PSEA)-May 29, 2020</p> <p>Module 5: Parenting in The Context of Covid Pandemic-June 9 &amp; 18, 2020</p>			
June 17, 2020	Mental Health Impacts on Employers and Employees	Zoom	Attendee	PCBWE
June 10, 2020	Rise Pilipinas “Transforming Education for all Filipinos: A Microsoft Education Virtual Summit”	Microsoft Teams	Attendee	Microsoft
June 5, 2020	Orientation on IPCRF Data Collection	Google Meet	Attendee	Schools Division Office of Santa Rosa City
May 30, 2020	Service Learning in Action with WE Schools	Microsoft Teams	Attendee	Microsoft Education Center
May 30, 2020	21st Century Learning Design: Course 6 – Real-World Problem-solving and Innovation	Microsoft Teams	Attendee	Microsoft Education Center



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May 29, 2020	Engaging 21st Century Learners: Leveraging Squigl to Improve Student Engagement and Learning Outcomes	Microsoft Teams	Attendee	Microsoft Education Center
May 29, 2020	21st century learning design: Course 2 - collaboration	Microsoft Teams	Attendee	Microsoft Education Center
May 29, 2020	21st Century Learning Design (21CLD)	Microsoft Teams	Attendee	Microsoft Education Center
May 12, 2020	Orientation of Learning Resource Evaluators (LRE) in the Evaluation of Teachers' Locally Developed Learning Materials	Google Meet	Attendee	Schools Division Office of Santa Rosa City
May 6, 2020	A webinar by Google Certified Educators	Facebook Live	Attendee	Bounce Back Academy Powered by Practical Learning Company
May 4, 2020	Online Training on the Development and Utilization of E-book	Google Meet	Attendee	Schools Division Office of Santa Rosa City
April 27-30, 2020	Division Induction Program for Professional Teachers	Google Meet	Attendee	Schools Division Office of Santa Rosa



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				City
April 30, 2020	Education in The New Normal	Facebook Live	Attendee	Bounce Back Ph
June 28, 2019	Mentoring and Coaching Activity-Pedagogical Approaches In Teaching	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
May 10, 2019	Gender and Development-Gender Policies And Professional Ethics: Towards Creating An Enabling Learning Environment	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
October 22-26, 2018	Regional Training of Teachers on Pedagogical Retooling in Mathematics, Language and Science (Primals Plus)	Batangas City	Attendee	Department of Education-Regional Office
September 8, 2018	Gender and Development Program (GAD)-Gender Sensitivity Training Sex and Gender Differentiation /Gender Issues and Gender Socialization Process	Tagaytay City	Attendee	Santa Rosa Science and Technology High School
September 7, 2018	School Learning Action Cell-School Improvement Plan (Sip) And School-Based Management	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School



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August 17-18, 2018	School-Based Roll Out on The Results-Based Performance Management System (RPMS) Manual for Teachers Cum Philippine Professional Standards for Teachers (PPST) Resource Package	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
June 25, 2018	Ika-5 Panrehiyong Kongreso ng Mga Guro sa Filipino "Guro Ng Filipino: Kaagapay Sa Pagpapalaganap At Pagpapaunlad Ng Inclusive Education:	Santa Rosa City	Attendee/ Host	Pambansang Samahan Ng Mga Tagamasid at Tagapagtaguyod Sa Filipino (PASATAF)
June 22, 2018	School Learning Action Cell- Professional Learning Community Arts	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
September 16, 2017	Ika-4 Panrehiyong Kongreso ng Mga Guro sa Filipino "Guro Ng Filipino: Kaagapay Sa Pagpapalaganap At Pagpapaunlad Ng Inclusive Education:	Santa Rosa City	Attendee	Pambansang Samahan Ng Mga Tagamasid at Tagapagtaguyod Sa Filipino (PASATAF)
September 4, 2017	Test Construction and Class Monitoring and Observation	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
August 12, 2017	Ika-4 Panrehiyong Kongreso ng Mga Guro sa Filipino "Guro Ng Filipino: Kaagapay Sa Pagpapalaganap At Pagpapaunlad Ng	Santa Rosa City	Attendee	Pambansang Samahan Ng Mga Tagamasid at Tagapagtaguyod Sa





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	Inclusive Education:			Filipino (Pasataf)
February 24, 2017	Gender and Development- Planning And Budget Management Cum Gender Sensitivity Training	Santa Rosa City	Attendee	Santa Rosa Science And Technology High School
May 27- 29, 2017	2017 Regional Training on TV Script Writing and Broadcasting	Cavite	Attendee	Regional Association of Communicati on Arts And Supervisors (RACAS)
December 9, 2016	GAD- Managing Physical Stress	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
September 24, 2016	Regional Congress: Panrehiyong Kongreso ng Wikang Filipino	Cavite	Attendee	Pambansang Samahan Ng Mga Tagamasid at Tagapagtagu yod Sa Filipino (PASATAF)
August 27, 2016	Regional Congress: Panrehiyong Kongreso ng Wikang Filipino	Santa Rosa City	Attendee	Pambansang Samahan Ng Mga Tagamasid at Tagapagtagu yod sa Filipino (Pasataf)
August 20,21,27, 2016	Red Cross Drm, First Aid and Basic Life Support Training	Santa Rosa City	Attendee	Philippine Red Cross- Laguna Chapter/Depe



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				d Santa Rosa
August 5, 2016	Results-Based Performance Management System (RPMS) Re-Orientation Seminar	Santa Rosa City	Attendee	Santa Rosa Science and Technology High School
May 26-27, 2016	Accountability and Commitment In Govt Service (GAD)	Santa Rosa City	Attendee	Santa Rosa Science And Technology High School
February 19-21, 2016	2016 International Mind Education Specialist Training	Santa Rosa City	Attendee	International Mind Education Institute/Dep ed- Division of Santa Rosa City
September 18-19, 2015	Division Training on Campus Journalism	Santa Rosa City	Facilitator/Attndee	Department of Education-Division of Santa Rosa City
November 07, 2015	Regional Congress: Panrehiyong Kongreso ng Wikang Filipino	Santa Rosa City	Attendee	Regional Association of Communication Arts And Supervisors (RACAS)
October 28-30, 2015	Seminar-Workshop on Instructional Management	Santa Rosa City	Attendee	Department of Education-Division of Santa Rosa City
October 26-27, 2015	School-Based Semestral Break In-Service Training For Teachers	Santa Rosa City	Attendee	Santa Rosa Science And Technology High School



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September 18, 19, 26, 2015	Division Training on Campus Journalism	Santa Rosa City	Attendee	Department of Education-Division of Santa Rosa City
July 21-23, 2015	Rights.Camera.Action!: Television Literacy And Video Production Workshop For Children	Manila	Facilitator	National Council for Children's Television
July 3, 2015	Results-Based Performance Management System (RPMS)Seminar	Santa Rosa City	Attendee	Santa Rosa Science and Tech High School
April 13-15, 2015	Training Workshop on The Development of Intervention Packages with The Integration Of ICT In All Learning Areas	Cavite	Attendee	Department of Education-Division of Santa Rosa City

#### PROFESSIONAL REFERENCES

##### **CARMELITA E. ALMARIO**

Head, Academic Affairs  
La Consolacion University Philippines

##### **JONAH N. SALVAN**

Principal IV  
Santa Rosa Science and Technology High School

**INNA G. VILLANUEVA**