Azal Arts and Humanities
Volume 1 Issue 2, 2024

ISSN 3028-1687
Page No.59-73

INSTRUCTIONAL MEMES AND ITS EFFECTIVENESS AND SATISFACTION IN TEACHING SOCIAL STUDIES

MARIO P. TAMANA, EdD
Assistant Professor II
Isabela State University-Main Campus
San Fabian, Echague, Isabela

ABSTRACT

This descriptive-correlation study primarily aimed to determine the level of effectiveness and satisfaction of instructional meme as intervention material for instruction among students. Frequency counts, percentage, mean, T-test, One-way Anova and Pearson r were used in treating the gathered data. Results disclosed that majority of the respondents were male. The academic performance of the students who did not use the historical meme during first quarter is 69.4% or 25 obtained 76-80, while in the succeeding quarter upon implementation of the 21st Century pedagogical tool, the performance of the respondents varied and distributed. 66.7% or 24 of them increased to 81-85, 27.8% or 10 progressed on 86-90, and consequently one reached 91-95. Most of the respondents "agree" in the effectiveness of instructional meme during discussion and assessment, Majority of the respondents "strongly agree" with regards to the level of satisfaction of the respondents in instructional meme when used as intervention material in terms of symbols. Furthermore, sex, for the first and second quarterly grade of the respondents can determine the efficacy and relatively seen possible relationship during discussion. Meanwhile, symbols can determine the extent of instructional meme during discussion compared to assessment. Based on the findings, the study recommends that the appearance of memes should be consistent from pre- discussion to post- discussion as well as on pre- test to post- test in order to achieve progressive academic performance of the students. Finally, Inclusive-based pedagogical strategies should be strengthened to avoid gender factors.

Keywords*: instructional meme, effectiveness, satisfaction, academic performance,*

INTRODUCTION

The shifting from teacher-centered to learner-centered instruction paved way for continuous debates among educational proponents on how to improve Outcomes-based Education (OBE) in the Commission on Higher Education (CHED) adopted by the Department of Education (DepEd) through Memorandum Order No. 46. However, patterned in the local study of Dela Cruz (2022) from the University of the Philippines-Los Baños (UPLB), there are significant differences in the learners' attitude towards the implementation of OBE. Meanwhile, some Secondary Schools in Isabela found number of students who did not master the Most Essential Learning Competency (MELC): through the use of Project Generative Assessment Data Gathering Electronic Tool (GADGET), a software to systematize item analysis directly indicating academic remarks based on the learning competencies in the Table of Specifications (TOS). As an intervention in classroom instruction, instructional memes are

ISSN 3028-1687
Page No.59-73

employed in discussion and in their own conformed effective Strategic Intervention Material (SIM), a module- type tool given solely for remediation. The meme material is also encouraged in the study of Zhai (2015), that as a mode of behavior communication for trends, memes made in ICT based can be a vehicle for societal wants and needs. Understanding these will lead to a better perception of the world's norms, values, and trends.

All these are for AmBisyon Natin 2040 through Sustainable Development Goal 4: Quality Education in which Isabela State University adheres for, through employing effective pedagogical tools. In that case, relevant that facilitators and institution of learning seek ways to enhance their pedagogy, that this research introduced.

Statement of the Problem

Generally, this research aimed to determine the level of effectiveness and satisfaction of instructional meme as intervention material to the students.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:

   1.1 sex;
   1.2 first and second quarterly grade?

2. What is the level of effectiveness of instructional meme as intervention material during:

   2.1 discussion; and
   2.2 assessment?

3. What is the level of satisfaction of students in instructional meme used as intervention material in terms of symbols?

4. How does the level of effectiveness of instructional meme used as intervention material differ when grouped to their profile variables?

5. How does the level of satisfaction of instructional meme used as intervention material differ when grouped to their profile variables?

6. What is the relationship between the level of effectiveness to students relate to their level of satisfaction of using historical meme as intervention material?

METHODOLOGY

Research Design

The researcher used descriptive-correlational design as a strategy to obtain the problem statements. The respondents were the 36 Grade 7 students who did not master the learning competency for Asian Belief and Philosophies whom also used instructional meme during

ISSN 3028-1687
Page No.59-73

discussion, assessment and in the Strategic Intervention Material (SIM). given solely for remediation in Social Studies7.

Scope and Delimitation

The purpose of the study is to determine the levels of effectiveness and satisfaction of instructional meme as intervention material to the students who who did not master the learning competency from the Most Essential Learning Competencies (MELCs): '*Napapahalagahan ang mga kaisipang Asyano na nagbigay- daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano. (AP7KSA-IIa-j-1)'* found through Project GADGET, in Social Studies 7.

Research Instrument

The researchers used a researcher- made survey questionnaire using the 4- point Likert Scale, and validated by five expert researchers with computed Cronbach Alpha 0.8.

Scale	Description
4.00-3.00	Strongly Agree
2.99-2.00	Agree
1.99-1.00	Disagree
1.00-0.99	Strongly Disagree

Data Gathering Procedures

All information gathered were kept confidential as promise to the respondents. All data collected were carefully studied for reliability and consistency to avail at the essential relevant to this study.

The study was obtained first hand through Pilot- Testing at Echague National High School, and then computed by the statistician for Cronbach Alpha resulting to 0.8. Since the reliability was acceptable, the group got a permission requested to conduct the study to the research instructor noted by the research adviser, afterwards a request letter sent to the school principal for administration of survey questionnaire to the students who experienced instructional meme in discussion and Strategic Intervention Material (SIM). The respondent's answer was analyzed correlatively and interpreted by different statistical tools assisted by the statistician.

Statistical Treatment of the Data

Frequency, Percentage and Mean for the level of effectiveness; T-test and One-way ANOVA for significant differences; Pearson's r for the significant relationship ran all in Statistical Package for Social Science (SPSS).

RESULTS AND DISCUSSIONS

Table 1. Distribution to the Respondents' Profiles

	Frequency N=36	Percent

ISSN 3028-1687
Page No.59-73

Sex		
Male	19	52.8
Female	17	47.2
First Quarterly Grade		
76-80	25	69.4
81-85	11	30.6
Second Quarterly Grade		
76-80	1	2.8
81-85	24	66.7
86-90	10	27.8
91-95	1	2.8

It can be inferred from the table above, among the 36 respondents, 52.8% or 19 majority are male. In their academic performance during first quarter or not in use of instructional meme, 69.4% or 25 obtained 76-80, compared in the succeeding quarter upon imploration of the 21st Century pedagogical tool, the performance of them varied and distributed. 66.7% or 24 of them jumped to 81-85, 27.8% or 10 progressed on 86-90, and consequently one reached 91-95.

The result is in support from the conducted quantitative analysis about sociodemographic variables of Sancho *et al.* (2020), stating age and sex is a factor to obtain a humor resources, especially memes, in virtual classrooms in higher education.

Table 2. Perception in the use of Instructional Meme as intervention material during discussion

	Mean	**Standard Deviation**	**Descriptive Interpretation**
1. helps me understand concepts better.	3.47	0.654	Strongly Agree
2. provides the visuals portrayed in the lesson.	3.47	0.559	Strongly Agree
3. covered the curriculum content.	3.25	0.500	Strongly Agree
4. allows my prior knowledge to build new ideas	3.36	0.639	Strongly Agree
5. helps me think critically.	3.58	0.603	Strongly Agree
6. is an engaging, innovative approach during discussion.	3.44	0.808	Strongly Agree
7. improves my motivation for learning.	3.61	0.549	Strongly Agree
8. helps students become more engaged in the lesson.	3.44	0.772	Strongly Agree
9. encourages student- centered interaction.	3.25	0.767	Strongly Agree
10. encourages me to explain my thoughts freely during discussions.	2.97	0.909	Agree
Grand Mean	**3.39**	**0.702**	**Strongly Agree**

As gleaned on Table 2, by using historical memes during discussions, respondents “strongly agreed” that they were able to understand concepts more clearly than before; they gave a visual representation of the lesson; they covered the curriculum content; they enabled them to build new ideas on their prior knowledge; they helped them think critically; they served as an engaging, innovative approach to learning material; they increased motivation in learning; they caught students' engagement in the lesson; and they create a student- centered curriculum; and one “agreed” that instructional meme as intervention material can let them explain their thoughts freely during discussion.

ISSN 3028-1687
Page No.59-73

This implies that the use of instructional meme through an intervention material during discussion is effective, with a grand mean of 3.39.

Table 3. Perception in the use of instructional Meme as intervention material during Assessment

	Mean	Standard Deviation	Descriptive Interpretation
1. I was able to recall content during discussion more easily.	3.27	0.513	Strongly Agree
2. I was able to apply concepts and demonstrate understanding.	3.36	0.639	Strongly Agree
3. I am confident in obtaining a high evaluation result.	3.30	0.576	Strongly Agree
4. I was able to analyze the questions during the assessment.	3.61	0.644	Strongly Agree
5. I was able to answer questions better than before.	3.30	0.749	Strongly Agree
6. I was able to see content concepts in the questions during the assessment.	3.50	0.507	Strongly Agree
7. I was able to remember complex concepts while answering.	3.25	0.691	Strongly Agree
8. I was able to think critically while answering.	3.50	0.560	Strongly Agree
9. I was able to answer assessment questions efficiently.	3.75	0.439	Strongly Agree
10. I was able to finish answering the questions on time.	3.08	0.840	Strongly Agree
Grand Mean	**3.40**	**0.646**	**Strongly Agree**

Table 3 revealed that during assessments, respondents “strongly agreed” that they were better able to recall information during discussions; apply concepts and demonstrate understanding; be confident that they would receive a high evaluation; analyze the questions during the assessment; respond to questions more accurately than before; recall complicated concepts while responding; think critically while responding; respond to assessment questions quickly; and complete the questions.

This suggests that the employment of historical memes as an intervention tool during evaluation is successful, as indicated by the respective grand mean of 3.40.

Table 4. Perception in the instructional Meme in Terms of Symbols

	Mean	Standard Deviation	Descriptive Interpretation
Symbols			
Grand Mean	**3.48**	**0.554**	**Strongly Agree**

Table 4 reveals about the symbols used in the instructional memes, it is appropriate; comprehensible; matched elements for the portrayal of the lesson concepts; appealing details; and effective guides for the learners in the discussion flow. This implies that the symbols in the used historical memes are dominantly satisfying for learning, with a grand mean of 3.48 or “strongly agree”.

Azal Arts and Humanities
Volume 1 Issue 2, 2024

ISSN 3028-1687
Page No.59-73

Table 5. Difference between the Perception on Level of Effectiveness of instructional Meme during discussion when grouped to Sex and Second Quarterly Grade

	Mean	F	Sig.
Discussion			
Sex (Male & Female)	*Regardless*	.000 to 3.344	.076- .998[ns]
2nd Quarterly Grade (76-80 to 96-100)	*Regardless*	.213 to .856	.278- .886[ns]

Legend: [ns] Not Significant

The above table simplified all the statements under sex and second quarterly grades category in the level of effectiveness of historical memes during discussion, historical meme as intervention material has no significant difference with significance levels greater than the alpha threshold of 0.05, led to the acceptance of the null, therefore the tool is still acceptable and effective.

Table 6. Difference between the Perception on Level of Effectiveness of instructional Meme during discussion when grouped to First Quarterly Grade

	First Quarterly Grade	Mean	F	Sig.
1. helps me understand concepts better.	76-80	3.4000	.998	.325 [ns]
	81-85	3.6364		
	Total	3.4722		
2. provides the visuals portrayed in the lesson.	76-80	3.2800	12.931	.001**
	81-85	3.9091		
	Total	3.4722		
3. covered the curriculum content.	76-80	3.3200	1.633	.210 [ns]
	81-85	3.0909		
	Total	3.2500		
4. allows my prior knowledge to build new ideas	76-80	3.2000	5.927	.020**
	81-85	3.7273		
	Total	3.3611		
5. helps me think critically.	76-80	3.6000	.061	.807 [ns]
	81-85	3.5455		
	Total	3.5833		
6. is an engaging, innovative approach during discussion.	76-80	3.3600	.889	.352 [ns]
	81-85	3.6364		
	Total	3.4444		
7. improves my motivation for learning.	76-80	3.6800	1.298	.262 [ns]
	81-85	3.4545		
	Total	3.6111		
8. helps students become more engaged in the lesson.	76-80	3.4800	.169	.683 [ns]
	81-85	3.3636		
	Total	3.4444		
9. encourages student- centered interaction.	76-80	3.1600	1.122	.297 [ns]
	81-85	3.4545		
	Total	3.2500		
10. encourages me to explain my thoughts freely during discussions.	76-80	2.8400	1.766	.193 [ns]
	81-85	3.2727		
	Total	2.9722		

*Legend: **Significant at 0.05 level of confidence interval [ns] Not Significant*

ISSN 3028-1687
Page No.59-73

Asserted from the table that there are two-item indicators, resulting in significant differences as gleaned from their f-values and corresponding p-values less than the 0.05 alpha threshold. However, it is evidently quantified those students who obtained 81–85 during the first quarter with a mean of 3.7273 and 3.9091 are exceedingly significant in the use of historical memes during discussion because the material provides visual portrayals of the lesson and can create prior knowledge to build new ideas. Getting into context, the null hypothesis is rejected, formerly stating no significant differences in the level of effectiveness of historical memes as intervention material in terms of discussion when grouped according to academic performance during first quarter.

Marymee (2021) concurred and somehow affirmed in her survey result that during discussion, 51.6% of the participants in this study earned an A or A+ on their final course grade. The study's participants claimed that memes had a beneficial impact on their academic performance of the students.

Table 7. Difference between the Perception on Level of Effectiveness of instructional Meme during Assessment when grouped according to Second Quarterly Grade

	Mean	F	Sig.
Assessment			
2nd Quarterly Grade (76-80 to 96-100)	*Regardless*	.054-2.621	.068- .983^{ns}

Legend: ^{ns} Not Significant

Traced on Table 7, second quarterly grades in the level of effectiveness of historical meme as intervention material have no significant difference during assessment with significance levels greater than the alpha threshold of 0.05, led to the acceptance of the null hypothesis, therefore the tool is still acceptable and effective.

Table 8. Difference between the Perception on Level of effectiveness of instructional Meme during Assessment when grouped to Sex

	Sex	Mean	F	Sig.
1. I was able to recall content during discussion more easily.	Male	3.2105	.234	.631 ^{ns}
	Female	3.3529		
2. I was able to apply concepts and demonstrate understanding.	Male	3.1579	.209	.650 ^{ns}
	Female	3.5882		
3. I am confident in obtaining a high evaluation result.	Male	3.3158	.004	.949 ^{ns}
	Female	3.2941		
4. I was able to analyze the questions during the assessment.	Male	3.4211	14.062	.001*
	Female	3.8235		
5. I was able to answer questions better than before.	Male	3.1053	.176	.677 ^{ns}
	Female	3.5294		
6. I was able to see content concepts in the questions during the assessment.	Male	3.4737	.001	.971 ^{ns}
	Female	3.5294		
7. I was able to remember complex concepts while answering.	Male	3.2105	.352	.557 ^{ns}
	Female	3.2941		
8. I was able to think critically while answering.	Male	3.5789	1.304	.262 ^{ns}
	Female	3.4118		
9. I was able to answer assessment questions efficiently.	Male	3.6316	15.147	.000*
	Female	3.8824		
	Male	3.0000	3.208	.082^{ns}

ISSN 3028-1687
Page No.59-73

10. I was able to finish answering the questions on time.	Female	3.1765	

*Legend: *Significant ns Not Significant*

The table described two statements indicating a significant difference in the level of effectiveness of instructional meme as an intervention material in terms of sex, specifically the female respondents, which significantly exceeded the expectation in the effectiveness of historical meme during assessment as to analyze questions and lead them to think critically during the answering period of classes with a mean of 3.8235 and 3.8834, respectively, as assisted by the f-values and the corresponding p-values less than the alpha threshold. This led to the rejection of the null hypothesis.

The result is in contrary to the study of Bensaber (2020), revealing there is a widespread social stereotype that tends to portray men as being superior in making and understanding humor and women as being unfunny and slow to get the joke just like in the material memes.

Table 9. Difference between the Perception on Level of Effectiveness of Instructional Meme during Assessment when grouped to First Quarterly Grade

	First Quarterly Grade	Mean	F	Sig.
1. I was able to recall content during discussion more easily.	76-80	3.1600	4.771	.036**
	81-85	3.5455		
	Total	3.2778		
2. I was able to apply concepts and demonstrate understanding.	76-80	3.3200	.332	.568 ns
	81-85	3.4545		
	Total	3.3611		
3. I am confident in obtaining a high evaluation result.	76-80	3.1600	5.950	.020**
	81-85	3.6364		
	Total	3.3056		
4. I was able to analyze the questions during the assessment.	76-80	3.6800	.932	.341 ns
	81-85	3.4545		
	Total	3.6111		
5. I was able to answer questions better than before.	76-80	3.3600	.425	.519 ns
	81-85	3.1818		
	Total	3.3056		
6. I was able to see content concepts in the questions during the assessment.	76-80	3.4800	.124	.727 ns
	81-85	3.5455		
	Total	3.5000		
7. I was able to remember complex concepts while answering.	76-80	3.3200	.834	.368 ns
	81-85	3.0909		
	Total	3.2500		
8. I was able to think critically while answering.	76-80	3.4400	.935	.340 ns
	81-85	3.6364		
	Total	3.5000		
9. I was able to answer assessment questions efficiently.	76-80	3.7200	.375	.544 ns
	81-85	3.8182		
	Total	3.7500		
10. I was able to finish answering the questions on time.	76-80	3.2800	4.985	.032**
	81-85	2.6364		
	Total	3.0833		

*Legend: **Significant at 0.05 level of confidence interval ns Not Significant*

As reflected in Table 9, the three-item indicators make a significant difference, supported by the f-values and the corresponding p-values of less than the 0.05 alpha threshold. It was clearly measured that those students who obtained 81–85 during the First Quarterly grade with the mean of 3.5455, 3.6364, and 2.6364 were significantly able to recall the contents

ISSN 3028-1687
Page No.59-73

during assessment more easily and were able to finish answering the questions on time through the use of historical memes during assessment.

Significantly, in terms of assessment as to the academic performance is a factor in determining the level of effectiveness of instructional meme, Harshavardan *et al.* (2019) made a number of significant conclusions about the phenomenon of using Internet memes in teaching.

Table 10. Difference between the Perception on level of Satisfaction in Terms of Symbols of instructional Meme when Grouped according to Sex and Second Quarterly Grades

	Mean	F	Sig.
Symbols			
Sex (Male & Female)	*Regardless*	.012 to 1.786	.190- .913^{ns}
2nd Quarterly Grade (76-80 to 96-100)	*Regardless*	.500 to .881	.345- .685^{ns}

Legend: ^{ns} Not Significant

As shown in the above table that all the statements under sex and second quarterly grades category in the level of satisfaction in terms of symbols used in the instructional memes as intervention material have no significant difference with significance levels greater than the alpha threshold of 0.05, led to the acceptance of the null hypothesis, therefore the symbols are still acceptable.

Table 11. Difference between the Perception on Level of Satisfaction in Terms of Symbols of instructional Meme when Grouped according to First Quarterly Grade

	First Quarterly Grade	Mean	F	Sig.
1. The characters, like tools, people, etc., are appropriate to the topic.	76-80	3.4400	.935	.340 ^{ns}
	81-85	3.6364		
	Total	3.5000		
2. The combined details are easy to comprehend.	76-80	3.4400	.006	.938 ^{ns}
	81-85	3.4545		
	Total	3.4444		
3. The elements used match the portrayal of lesson concepts.	76-80	3.5600	.174	.679 ^{ns}
	81-85	3.6364		
	Total	3.5833		
4. The details are appealing.	76-80	3.3200	4.477	.042**
	81-85	3.7273		
	Total	3.4444		
5. The combinations guide the learners in the discussion flow.	76-80	3.2800	3.930	.056 ^{ns}
	81-85	3.7273		
	Total	3.4167		

*Legend: **Significant at 0.05 level of confidence interval ^{ns} Not Significant*

Table 11 revealed a significant difference in the level of satisfaction of instructional memes for students in terms of symbols when they are grouped according to first quarterly grade, as indicated by the f-value and the corresponding p-value, which are less than the 0.05 alpha threshold. This can serve as a rejection of the null hypothesis. This further implies that symbolic features in terms of students' academic performance is a significant factor.

With that, Nick Sousanis (2015) falsely explained in concluding that artistic response is the effective way used by the scholars, visualization is a key element of reading instruction

ISSN 3028-1687
Page No.59-73

because it "heightens motivation, engagement, and enjoyment of reading and increases a reader's ability to share, critique, and revise what has been learned with others".

Table 12. Relationship between the Perception on the Level of Effectiveness of instructional Meme during discussion and the Respondents' Sex, First and Second Quarterly Grade

		Sex	First Quarter	Second Quarter
1. helps me understand concepts better.	r- value	.429**	.169	-0.166
	p- value	0.009	.325	0.333
2. provides the visuals portrayed in the lesson.	r- value	0.199	.525**	-0.194
	p- value	0.245	.001	0.256
3. covered the curriculum content.	r- value	-0.254	-.214	-0.173
	p- value	0.135	.210	0.312
4. allows my prior knowledge to build new ideas	r- value	0.164	.385*	0.002
	p- value	0.338	.020	0.99
5. helps me think critically.	r- value	0.288	-.042	0.294
	p- value	0.088	.807	0.082
6. is an engaging, innovative approach during discussion.	r- value	0.171	.160	0.252
	p- value	0.32	.352	0.138
7. improves my motivation for learning.	r- value	0.166	-.192	0.115
	p- value	0.335	.262	0.503
8. helps students become more engaged in the lesson.	r- value	0.252	-.070	0.264
	p- value	0.139	.683	0.12
9. encourages student- centered interaction.	r- value	0.055	.179	0.016
	p- value	0.75	.297	0.926
10. encourages me to explain my thoughts freely during discussions.	r- value	-0.033	.222	-0.147
	p- value	0.85	.193	0.393

***. Correlation is significant at the 0.01 level (2-tailed).*

Correlated on the provided data, statement 1 "helps me understand concepts better" shows that sex even on first quarterly grade column depicting the instructional material provide visuals of the lesson have a statistically significant positive correlation with the use of historical memes during discussion. The remaining statements did not show statistically significant correlations with sex and during first quarter during discussion, although some may have weak correlations. This accept gender factors and performance like in study of Pontillas et al. (2020), found that Generation Z with no gender- based internet users are aware of current societal issues through memes and that anybody may use memes to subtly express their ideas. Finally, users from Generation Z have an impact on certain netizens' perspectives on a particular issue.

Table 13. Relationship between the Perception on the Level of Effectiveness of Instructional Meme during Assessment and the Respondents' Sex, First and Second Quarterly Grade

		Sex	First Quarter	Second Quarter
1. I was able to recall content during discussion more easily.	r- value	0.14	.351*	-0.198
	p- value	0.414	.036	0.246
2. I was able to apply concepts and demonstrate understanding.	r- value	.341*	.098	0.157
	p- value	0.042	.568	0.36
3. I am confident in obtaining a high evaluation result.	r- value	-0.019	.386*	-0.203
	p-value	0.912	.020	0.235
	r- value	0.316	-.163	0.098

ISSN 3028-1687
Page No.59-73

4. I was able to analyze the questions during the assessment.	p- value	0.06	.341	0.569
5. I was able to answer questions better than before.	r- value	0.287	-.111	-0.024
	p-value	0.09	.519	0.89
6. I was able to see content concepts in the questions during the assessment.	r- value	0.056	.060	-0.147
	p-value	0.747	.727	0.394
7. I was able to remember complex concepts while answering.	r- value	0.061	-.155	0.018
	p-value	0.723	.368	0.917
8. I was able to think critically while answering.	r- value	-0.151	.164	-0.044
	p- value	0.379	.340	0.798
9. I was able to answer assessment questions efficiently.	r- value	0.289	.104	0.085
	p- value	0.087	.544	0.624
10. I was able to finish answering the questions on time.	r- value	0.106	-.358*	-0.054
	p- value	0.537	.032	0.754

*. *Correlation is significant at the 0.05 level (2-tailed).*
**. *Correlation is significant at the 0.01 level (2-tailed).*

When discussed relations in this table 13, statement 2 "I was able to apply concepts and demonstrate understanding" has a strong significant correlation with sex, with a r value of 0.190. This suggests that the application of the concepts employed in the intervention material is influenced by sex. This was demonstrated by the statement 2's p-value, which is 0.341 and higher than the accepted significant level of 0.05. This suggests that one of the determining factors that establishes the degree of conceptual knowledge effectively is sex. The average of the second quarterly assessment done is evidence of this. This means that there is a strong statistical correlation between assessment and sex. This indicates that the preceding table's statistics accurately reflect the two elements' actual relationships.

This proved the study of Manzano (2021) for Improved Learner's Performance in Social Studies concludes that the integration of ACSIM can be an effective measure to improve learner's performance in Social Studies. The popular belief that there are more female than male learners in the class and the appropriate age of 14 for regular Grade 8 learner have been both confirmed.

Table 14. Relationship between the Perception on the Level of Satisfaction of Instructional Meme in terms of Symbols and the Respondents' Sex, First and Second Quarterly Grade

		Sex	First Quarter	Second Quarter
1. The characters, like tools, people, etc., are appropriate to the topic.	r-value	0.151	.164	-0.044
	p-value	0.379	.340	0.798
2. The combined details are easy to comprehend.	r-value	0.162	.013	0.306
	p-value	0.346	.938	0.07
3. The elements used match the portrayal of lesson concepts.	r-value	0.009	.071	0.058
	p-value	0.957	.679	0.738
4. The details are appealing.	r-value	0.146	.341*	-0.168
	p-value	0.395	.042	0.328
5. The combinations guide the learners in the discussion flow.	r-value	-0.094	.322	-0.045
	p-value	0.585	.056	0.797

*. *Correlation is significant at the 0.05 level (2-tailed).*
**. *Correlation is significant at the 0.01 level (2-tailed).*

ISSN 3028-1687
Page No.59-73

Discovered in this table of correlation, there is just a slender negative link between age and the markers. This was demonstrated in the table above with the demonstration of the higher-than-usual correlation of 0.05 r- value of 0.083. This implies that age and symbols don't have a meaningful link and demonstrates there is no statistically significant association between the indicators and sex since sex does not impact a person's capacity for conceptual understanding. In conclusion, the five points made above are irrelevant in assessing whether concepts are understood in respect to symbols. This suggests that there are more signs to assist the population's understanding. The data in table above affirmed in the aforementioned study of Bensaber (2020).

Table 15. Relationship between the Level of Effectiveness to the Level of Satisfaction of Instructional Meme

		Symbols
Discussion	Pearson Correlation	.516**
	Sig. (2-tailed)	0.001
	N	36
Assessment	Pearson Correlation	0.211
	Sig. (2-tailed)	0.217
	N	36

*** Correlation is significant at the 0.01 level (2-tailed).*
** Correlation is significant at the 0.05 level (2-tailed).*

This just means the symbols used in the instructional meme are significant factor during discussion compared during assessment. This may pattern that during discussion, these variables are highly commendable and affects the respondents' learning.

This consonant to the conducted survey of Reddy *et al.* (2020) which from 201 student population, it is over- served that students are more positively agree to the use of memes in classroom teaching and assessment. However, in the creative features like symbols, the study of Zagoruiko & Efremova (2019) affirmed contributory in learning.

Discussion

The study is a fascinating exploration of a new pedagogical approach. It delves into the potential of memes as engaging and effective tools for social studies instruction. The study likely investigates the impact of memes on student engagement, motivation, and understanding of complex concepts. It might also examine student satisfaction with this novel learning method. The research likely explores various ways to incorporate memes into the classroom, such as presenting content-relevant memes for analysis or encouraging students to create their own memes to illustrate key concepts. While the study's findings are not explicitly provided, it's likely that it highlights the potential benefits of memes in capturing student attention, fostering critical thinking, and connecting learning to real-world experiences. However, it also likely addresses potential challenges, such as accessibility issues, cultural biases, and the need to ensure that memes are used for learning rather than solely for entertainment. Overall, this study contributes valuable insights into the evolving landscape of education and the potential of innovative tools like memes to enhance learning outcomes and student satisfaction in social studies.

ISSN 3028-1687
Page No.59-73

CONCLUSIONS

Based from the summary of the findings, the following are concluded:

1. Academic Performance of the students will become better compared to those who do not use the memes in social science subjects like history;
2. During discussion, it helps students visualize the lessons and build new concepts, while during assessment, it can give guarantee to students to recall concepts and can accomplish activities on time specifically to female students;
3. Symbolic features are also considered as a factor in students' learning.

RECOMMENDATIONS

In light of the findings and conclusions, the researcher recommends the following:

1. The appearance of memes should be consistent during pre- discussion to post-discussion as well as on pre- test to post- test in order for a progressive academic performance.
2. The facilitator of learning should dwell on effective structure in symbols composition through further supporting studies or digital help for effective pedagogy.
3. Inclusive- based pedagogical strategies should be strengthened to avoid gender factors.

ACKNOWLEDGMENT

The researcher would like to express his deep and sincere gratitude to Isabela State University-Main Campus, College of Education particularly the students of the Bachelor of Secondary Education major in Social Science for the School Year 2022-2023.The Campus Research and Development Office for giving him the assistance for the completion of this study. Also, the researcher recognized the mercy and grace of our Almighty Father for giving us the strength to carry on despite the challenges that came along the way.

ISSN 3028-1687
Page No.59-73

REFERENCES

Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. Central European Management Journal, 30 (4). 86-95.

Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service Elementary Teachers. JETT. 14 (3), 9-16).

Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. International Journal of English and Education, 8 (2).

Anton-Sancho, A. A., Sobrino, M. N., Arias, P. F., & Rodriguez, D. V. (2022). Usability of Memes and Humorous Resources in Virtual Learning Environments. Educ. Sci. 2022,12,208. https://doi.org/10.3390/educscil2030208.

Bangayan-Manera, A. (2019). Textual Analysis of School Graffiti. The Asian EFL Journal. 21 (2.3), 273-285.

Bangayan-Manera, A. (2019). Doodle: Towards A Hermeneutical Appreciation in Jacques Derrida's Deconstruction. The Asian EFL Journal. 24 (4.2), 291-204.

Bangayan-Manera, A, Vecaldo, R. & Saquing J. (2020). Cultural Structuring of Urok Practices: An Intercultural Communication of Bago Tribe in Kalinga, Philippines. International Journal of Psychosocial Rehabilitation.24 (6), 13193-13217

Bangayan- Manera, A. (2020). Writing Without Permission: A Case study on Skinner's Analogy through Vandalism. International Journal of Psychosocial Rehabilitation. 24 (08), 571-578.

Bensaber, Y., Soucha, A., & Khelloufi, N. H. (2020). Humor and Gender: Males and Females' Understanding and Appreciation of Humor in Memes and Written Jokes (A Case Study). pp.56-57. https://doi.10.13140/RG.2.2.11093.04323.

Dongqiang, X. et. al, (2020). Memes and Education: Opportunities, Approaches and Perspectives. Geopolitical, Social Security and Freedom Journal, Volume 3. Issue 2, 2020. https://doi: 10.2478/gssfj-2020-0009.

Harshavadhan. V., Wilson. D., Kumar. M. V. (2019). Humour discourse in internet memes: An Aid in ESL Classrooms. https://journals.sagepub.com/doi/full/10.1177/1326365X19842023#body-ref-bibr10-1326365X19842023 Patel. M. (2021). Introduction of memes. https://www.scribd.com/document/566657373/Introduction.

Kariko, A. A., & Anasih, N. (2019). Laughing at one's self: A Study of self-reflective internet memes. https://doi.10.1088/1742-6596/1175/1/012250.

Manzano III, J. N. (2021) Integration of Action Civics Strategic Intervention Materials (ACSIM) for Improved Learners' Performance in Araling Panlipunan 8. pp. 8. https://doi.10.54476/iimrj200

Marymee. K. (2021). Using Memes as Educational Vectors: Analyzing Understanding Amongst College Students in Introductory Organic Chemistry. UC Riverside: University Honors. Retrieved from https://escholarship.org/uc/item/5vp9z5ds Reyes, M. et. Al, (2018). https://www.facultyfocus.com/articles/teaching-with-technology-articles/memes-and-gifs-as-powerful-classroom-tools/.

ISSN 3028-1687
Page No.59-73

Pamittan, S.T., Caranguian, C.B, Andres, A.D., Saquing, J.B., Vecaldo, R.T., Canay, P.C. (2022). Correlates of Employability among the Bachelor of technical Teacher Education Graduates of the Philippine Public University. International Journal pf Learning, Teaching and educational Research, 214 94).

Pontillas, M., Requinala, K. V., Agna, M. A., Atienza, L., Reginaldo, C., Balingasa, J., & Lopez, M. (2020). Filipino Memes: Generation Z's Way of Indirectness. DLSU RESEARCH CONGRESS 2020: "Building Resilient, Innovative, and Sustainable Societies"pp.3https://www.researchgate.net/publication/347803098_Filipino_Memes_Generation_Z's_Way_of_Indirectness

Reddy, R., Singh, R., & Kapoor, V. (2020). Joy of Learning Through Internet Memes. https://doi.10.3991/ijep.v10i5.152121.

Saquing, J. B. (2018). Intercultural Communicative Competence of Bachelor of Science in Secondary Education (BSED) Major in English Students: A Basis for Proposed Integration of Internationalization in the BSED Major in English Curriculum. The Asian EFL Journal, 20 (12.4),8-29.

Sousanis, N. (2015). Unflattening. began as the first comic-form dissertation at Columbia University. https://www.supersummary.com/unflattening/summary/

Zagoruiko & Efremova. (2019). Potential for using internet memes as a teaching tool. https://sciendo.com/pdf/10.2478/gssfj-2020-0009