



**SUPPLEMENTARY MATERIALS IN EVENT MANAGEMENT FOR
ENHANCING THE TECHNICAL AND COMMUNICATION
SKILLS OF GRADE 8 STUDENTS**

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ABSTRACT

In order to be successful in the globalization process, schools must take a proactive rather than a reactive approach, influencing, foretelling, and generating events rather than simply responding to them. Event and change management are now a top priority. One of the most effective ways of dealing with the issue of globalization has been to restructure the supplemental materials. In this study, the researcher aimed to determine the acceptability of the Supplementary Materials of the Grade 8 students in Event Management of Godofredo M. Tan Integrated School of Arts and Trades in San Narciso, Quezon, and ascertains the relationship between the acceptability of supplementary materials in terms of Components and Overall Feature with the Technical and Communication skills of the respondents. The Descriptive-Quantitative research design was utilized in this study to evaluate all the gathered information whereas 30 Grade 8 students in Event Management of Godofredo M. Tan Integrated School of Arts and Trades were selected purposively in this research. Based on the research findings, the respondents agreed on the acceptability of the supplementary materials in event management in terms of Components (Learning, Outcome, Learning Content, Learning Activity, and Evaluation) and Overall Features (Organization and Presentation, Applicability, and Usability). It was also observed that the respondents have improved and developed their Technical Skills (Organizational Skills, Problem-Solving Skills, Negotiation and Budgeting, and Multitasking) and Communication Skills (Active Listening Ability, Written Communication, Non-verbal and Visual Communication, Contextual Communication) in Event Management. Furthermore, it was also ascertained in this study that there is a significant relationship between the perceptions of the respondents on the acceptability

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level of the supplementary materials in event management on their technical and communication skills. Moreover, it was found that most of the variables have a positive but weak correlation. Therefore, as the acceptability level of the students on the supplementary materials increase, the more they could enhance their technical and communication skills. It only indicated that the Technical Skills and Communication Skills of Grade 8 students at Godofredo M. Tan Integrated School of Arts and Trades are limited and may be affected by their level of acceptability on the supplementary materials in Event Management.

Key words: Supplementary Materials, Event Management, Technical Skills and Communication Skills



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Introduction

Events are a unique type of tourist attraction that can range in size from local town festivals to multinational trade fairs to the greatest global athletic events. The level of participation, audience/spectators, and media coverage, as well as the degree to which an event creates considerable worldwide demand for each, are widely acknowledged as driving the perceived magnitude and influence of events. There are events that always occur in the same community, events that always happen in a different community, events that occur concurrently in many places, and events that occur across the whole area. A favorable legacy can help an event gain community and stakeholder support, provide a clear return on investment, or justify governmental spending. Through achieve a favorable outcome; however, strategic preparation far in advance of the event is required, as is the adoption of a long-term view and evaluation throughout the event lifecycle, from conceptualization to post-event (Uttarakhand Open University, 2022).

Events Management Strategy Events are generally recognized as a powerful economic and tourist generator, as well as a source of a variety of communal and social benefits to their host place. Every event must have a clear overarching goal; otherwise, it should not take place. Events need a great deal of focus and dedication. This dedication can only come from all participants' sincere confidence that the goals are meaningful and will benefit them in the long run. Any single event, in addition to having an overarching goal, must have its own set of objectives, which must be clear and written down in a way that allows to assess the event's success once it is completed (Uttarakhand Open University, 2022).

Event management training will assist in the development of interpersonal skills, allowing one to feel more comfortable dealing with people at work. On a regular basis, event managers interact with clients, suppliers, and other members of the company, therefore confidence and assertiveness are essential. Furthermore, having excellent ICT abilities will make one more productive in the office right away. To know how to create campaigns and reach your audience, you must advertise events on websites and social media. Students will learn how to work as part of a team, how to get the most out of a group, and what role they play in a group in a collaborative learning environment. While event managers aren't afraid to get their hands dirty; while they enjoy planning, they are happiest when they are putting it all together. By allowing individuals to express themselves artistically, event management helps them to make a true impact. The person concerned will be in responsibility of bringing new ideas to the table as well as aiding in their execution (Ayrshire College, 2017).

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To boost motivation, which is one of the most important aspects impacting learning, the instructor must augment resources. It is frequently found to be insufficient to address all of the areas and demands of the students. As a result, teachers should choose and employ specific supplemental resources based on the learning styles and requirements of their students. Students' needs, talents, and learning environments differ from one location to the next and even from one class to the next (University of Toronto, 2022).

These instructional resources should complement or supplement curricula and be relevant to the course's learning goals and content (Ayrshire College, 2017). Priority should be given to resources generated and produced locally wherever feasible. They must be content-appropriate as well as appropriate for the students' emotional development, aptitude level, learning style, social development, and age. They must have a physical format and look that is appropriate for the purpose for which they are being used.

Except when a teaching/learning scenario demands illustrative material to promote critical thinking, they should avoid reflecting negative stereotypes, i.e., they should be fair, impartial, and free of improper language and imagery, prejudice, propaganda, discrimination, and sex-role stereotyping. They should act as a catalyst for innovation (Wasserman and Astrab, 2018).

Copyright regulations must be taken into consideration while selecting and/or utilizing additional learning resources. Prior to teaching, all supplemental resources must be read and/or reviewed. Supplementary resources can assist encourage students by piquing their interest in the subject and encouraging them to utilize the language in class (Dodd, 2017). They aid pupils in absorbing and remembering information from a specific source. They can also help to contextualize the teaching learning environment by offering information about the target language society's people and culture. By decreasing the weight of delivering learning materials, they save the teacher time and effort. They also allow learners to maintain direct contact with objects, places, things, and people while limiting the use of the learner's original language in classroom activities.

The researcher was particularly interested in discussing event management supplementary resources to help Grade 8 pupils improve their technical and communication abilities. The instructional material's components and overall aspects will also be highlighted. Furthermore, instructional recommendations that may be made utilizing the approach will be specified depending on the study's findings. As a result, the researcher intends to contribute to the field of study by assisting in the discussion of these essential matters.

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Objectives of the study

This study attempted to determine the acceptability of the Supplementary Materials in Event Management, specifically, this study aimed to answer the following question: 1.) What is the profile of the respondents in terms of: age; sex; Parent educational attainment; Parents occupation; and Family monthly income? 2.) How do the respondents perceive the acceptability of the Supplementary Materials in Event Management in terms of: 2.1) Components: Learning outcome; Learning content; Learning activity; Evaluation; 2.2.) Overall features as to: Organization and presentation; Applicability; and Usability? 3.) What are the Enhanced Skills of grade 8 student in Event Management in terms of: Technical Skills; and Communication Skills? 4.) Is the perception of the respondents on the acceptability level of the Supplementary Materials in Event Management significantly related to the grade 8 student technical skills and communication skills?

Methodology

For the research design, the descriptive-quantitative research design was used since this research study involved data that analyzed using tables and statistical treatments to evaluate further the information that was obtained and to suffice the statement of the problem of this study.

This research design was employed in this study to know the demographic profile of the respondents, to determine how the respondents perceived the acceptability of the supplementary materials in the event management, and to discover the enhanced skills of grade 8 students in event management. Moreover, this also allowed the researcher to know if the perception of the respondents on the acceptability level of the supplementary materials in event management is significantly related to the grade 8 students technical skills and communication skills. Furthermore, also helped to determine if there is significant relationship between the perceived assessment of the supplementary materials and the communication and technical skills of the respondents .

In line with this, the respondents of the study are the Grade 8 students in Event Management of Godofredo M. Tan Integrated School of Arts and Trades. There is a total of 30 respondents who were selected purposively since this is a method of selecting the participants wherein the researcher purposively selected a sample because they have prior knowledge about the study. Moreover, this allowed the researcher to select the target respondents that will give the information needed for the study, but the availability of the respondents must also be considered. In line with this, the respondents were chosen since they met the criteria set by the researcher in which the respondents must be Grade 8 students and should be taking Events Management.

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Furthermore, the researcher chose Godofredo M. Tan Integrated School of Arts and Trades in San Narciso, Quezon as the research locale was conducted the study since it surely provided the researcher with all the needed information in order to suffice the objectives of the study.

In addition, the researcher used a survey questionnaire which served as the main instrument for the data gathering procedure. The survey questionnaire was divided into two (3) parts. The first part focused on the demographic profile of the respondents which included their age, sex, parents' educational attainment, parents' occupation, and family monthly income. For the second part, the items that were included have determined how do the respondents perceived the acceptability of the supplementary materials in event management in terms of components (Learning outcome, learning content, learning activity, and evaluation), and overall features (organization and presentation, applicability, and usability). Lastly, for the third part, the items that were included determine the enhanced skills of grade 8 students in event management in terms of technical skills and communication skills.

After the researcher has made the survey questionnaire, this undergone validation with the help of experts to know if the results that were obtained from the research instrument will be significant and will suffice the objectives of the study.

In line with this, it is stated in the results of the reliability and validity test of the instrument using the Cronbach alpha, the statements used in the questionnaire were good, excellent, and acceptable which means that these statements were in line with the objectives of the study, and it would help the researcher to obtain the needed results for the study.

To complete the study, the data gathering procedure as consisting of the following procedures. The researcher conceptualized and formulated the research questionnaire which included questions or items that would address the information needed for the study and would be answered by the selected respondents. After the research questionnaire has been formulated and approved by the chosen validators, the researcher made a letter of approval to formally ask for permission to conduct the research from the school heads and from the concerned respondents to be presented to the school where the research was led. After the letter has been endorsed and approved, the researcher started to distribute the research questionnaires using paper and pencil since limited face-to-face classes is allowed in the area. An ample amount of time was given to the respondents to enable them to carefully and concisely answer the distributed survey questionnaires. Retrieval of the survey questionnaires was done after the ample time given to the respondents. Thus, all the obtained information was tallied, tabulated, analyzed, and were subjected to statistical treatments.

Hence, the following statistical treatments were incorporated to analyze and interpreted the data. The mean and SD analysis were applied to know how the respondents perceive the acceptability of the supplementary materials in event management and to determine the enhanced skills of grade 8 students in event management.

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Lastly, Pearson’s r was also employed because this measures the relationship between two variables and their association with each other. Thus, this was applied to determine if there is a significant relationship between the perceived assessment of the supplementary materials and the communication and technical skills of the respondents. Aside from this, it will also be applied to know if the perception of the respondents on the acceptability level of the supplementary materials in event management is significantly related to the grade 8 students’ technical skills and communication skills.

Results and Discussion

PART II. Perception of the Respondents on the Acceptability of the Supplementary Materials in Event Management

Table 1. Perception on Acceptability of the Supplementary Material Components in terms of Learning Outcomes

Indicators	Mean	Std. Deviation	Verbal Interpretation
The expected learning outcomes...			
1. are clear and easy to understand	4.30	0.65	Agree
2. are stated in specific behavioral objective.	4.07	0.69	Agree
3. are attainable in the target time and place.	4.10	0.66	Agree
4. are align with the contents, activities and evaluation	4.17	0.59	Agree
5. are based on TLE grade 8 learning competencies.	4.47	0.57	Agree
Overall	4.22	0.64	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Table 1 displays the perception of the respondents on the acceptability of the supplementary material components in terms of Learning Outcomes. Based on the findings, the overall mean of 4.22, indicated that the Grade 8 respondents Agree on the acceptability of the supplementary material as to learning outcomes. Hence, the respondents agreed that the supplementary material components were aligned to the learning outcomes.

Evident perception of all indicator was Agree. Indicator no. 5 got the highest mean score of 4.47, the respondent believes that the Expected Learning outcomes of the supplementary materials is based on TLE grade 8 learning competencies. On the other hand, the respondents perceived the expected Learning outcomes was stated in specific behavioral objective got the lowest mean score of 4.07.

Based on these results, this only shows that the Grade 8 students expected that the learning outcomes were based on the TLE learning competencies along with their grade level. Moreover, the respondents also perceived that the supplementary materials are clear and easy to understand. The students are aware of what is expected to them after the lesson.

Table 2. Perception on Acceptability of the Supplementary Material Components in terms of Learning Content

Indicators	Mean	Std. Deviation	Verbal Interpretation
The Learning Contents...			
1. are relevant to the learning competencies of TLE 8	4.43	0.50	Agree
2. are sensitive to the routine of the learner.	4.10	0.71	Agree
3. provide new ideas in Event Management.	4.27	0.69	Agree
4. focus on student-centered learning.	4.37	0.56	Agree
5. provide higher level of thinking development of the learners.	4.20	0.71	Agree
Overall	4.27	0.64	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Table 2 that provides the perception of the respondents on the acceptability of the supplementary material components in terms of learning content. Based on the result in this study, it was found that the overall mean of 4.27 with interpreted as "Agree", implied that the Grade 8 respondents agree on the acceptability of the supplementary materials in terms of learning content. This only means that the respondents agreed that the components of the supplementary materials conform to the learning content.

Shows of all stated indicator was Agree. Moreover, among the statements, highest mean score of 4.43, of the respondent are relevant to the learning competencies of TLE 8. On the other hand, respondents are sensitive to the routine of the learner has the lowest mean score of 4. 10.

According to Sudderth (2022), student-centered learning develops students' innate knowledge of what they need to have from their education, in which this result to a more purposeful learning environment where students are enthusiastic and motivated. It also allows the students to choose on what material they learn and how they learn it. Having a supplementary material wherein its learning content are relevant to the learning competencies also help the students to excel more in their crafts.

Table 3. Perception on Acceptability of the Supplementary Material Components in terms of Learning Activities

Indicators	Mean	Std. Deviation	Verbal Interpretation
The learning activities...			
1. can test student knowledge about the lesson.	4.40	0.50	Agree
2. can enhance learners' creativity.	4.13	0.68	Agree
3. are relevant to real-life situation.	4.20	0.55	Agree
4. can test the critical thinking of the learners.	4.20	0.71	Agree
5. can be finished within the time frame.	4.33	0.66	Agree
Overall	4.25	0.63	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Table 3 shows the respondents perceptions of the acceptability of supplementary material components for learning activities. According to the findings of this study, the overall mean of 4.25, denoted that the Grade 8 respondents agreed on the acceptability of the supplementary materials in terms of learning activities. Hence, the respondents agreed that the supplementary material components were aligned to the learning activities.

Thus, the respondents agreed that the supplementary material components are aligned with the learning activities. Among the indicators provided, has the highest mean score of 4.40, the respondent believes can test student knowledge about the lesson. Meanwhile, the respondent can enhance learners' creativity got the lowest mean score of 4.13.

Table 4. Perception on Acceptability of the Supplementary Material Components in terms of Evaluation

Indicators	Mean	Std. Deviation	Verbal Interpretation
The evaluation...			
1. is relevant to the learning objectives and learning contents.	4.10	0.71	Agree
2. provides items from easy to difficult questions.	4.03	0.72	Agree
3. provides clear instruction on how the learners will answer.	4.30	0.60	Agree
4. provides different appropriate type of tests.	4.07	0.64	Agree
5. provides problem-solving situation.	4.13	0.63	Agree
Overall	4.13	0.66	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Noticeable insight of all stated indicators was Agree. Among the indicators provided, Statement no. 3 has the highest mean score of 4.30, the respondents believes that the evaluation provides clear instruction on how the learners will answer. On the other hand, Statement no. 2 got the lowest mean score of 4.03, provides items from easy to difficult questions.

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Table 5. Perception on Acceptability of the Supplementary Material Overall Features as to Organization and Presentation

Indicators	Mean	Std. Deviation	Verbal Interpretation
The Supplementary material is organized and well-presented because...			
1. pictures and drawings are both familiar to the learner	4.30	0.53	Agree
2. the pictures and drawings used match the topics in the instructional materials	4.33	0.71	Agree
3. the contents are presented logically	4.20	0.71	Agree
4. instruction and font size are precise and readable to the learners.	4.13	0.63	Agree
5. procedures are easy to follow	4.23	0.68	Agree
Overall	4.24	0.65	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 5 shows the mean distribution of the perception of the respondents on the acceptability of supplementary materials' overall features as to organization and presentation. Based from the results, it was observed that the overall mean of 4.24, interpreted as "Agree", implied that the Grade 8 respondents agreed on the acceptability of the supplementary materials' overall features as to organization and presentation.

The perception of all stated indicators was Agree. Among the five indicators provided, it was revealed that the highest mean score of 4.33, where the respondents believes that the pictures and drawings used match the topics in the instructional materials. Conversely, the instruction and font size are precise and readable to the learners got the lowest mean score of 4.13.

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Table 6. Perception on Acceptability of the Supplementary Material Overall Features as to Applicability

Indicators	Mean	Std. Deviation	Verbal Interpretation
The supplementary materials...			
1. provide words that are arranged properly and used accurately to prevent misinterpretation	4.27	0.45	Agree
2. language and terminology used are well-known to the learner	4.20	0.66	Agree
3. fit to use with less supervision for the students.	4.20	0.76	Agree
4. adaptable to the needs, interest and abilities of the learners.	4.03	0.72	Agree
5. can be mastered by different types of learners	4.10	0.55	Agree
Overall	4.16	0.64	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 6 presents the mean distribution of the perception of the respondents on the acceptability of supplementary materials' overall features in terms of its applicability. Based on the findings, the overall mean of 4.16, interpreted as "Agree", denoted that the Grade 8 respondents agreed on the acceptability of the supplementary materials' overall features as to its applicability. Therefore, the respondents agreed that the supplementary materials' overall features were aligned and associated to its applicability.

Based on the result all the stated indicator Agree. Among the provided statements, it was also the highest mean score of 4.27, provide words that are arranged properly and used accurately to prevent misinterpretation. Meanwhile, the respondents adaptable to the needs, interest and abilities of the learners. has the lowest mean score of 4.03.

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Table 7. Perception on Acceptability of the Supplementary Material Overall Features as to Usability

Indicators	Mean	Std. Deviation	Verbal Interpretation
The supplementary material...			
1. suit the level of the learners.	4.27	0.52	Agree
2. contain skills that are aligned to the National assessment to earned certificate	4.33	0.55	Agree
3. include phraseology (fine dining and room service) that are well-known to the learner	4.03	0.76	Agree
4. provide knowledge and skills that match to TVL SHS learners for related course/ future job	4.23	0.73	Agree
5. enhance students' creativity and work values.	4.47	0.51	Agree
Overall	4.27	0.63	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 7 displays the perception of the respondents on the acceptability of supplementary materials' overall features in terms of the usability. Based on the study results, the overall mean of 4.27, interpreted as "Agree", indicated that the Grade 8 students agreed on the acceptability of the supplementary materials' overall features in terms of its usability. Hence, that the material overall features aligned as to usability of the respondents.

Noticeable perception of all stated indicators was Agree. Among the given statements, enhance students' creativity and work values has the highest mean score of 4.47. However, the respondents include phraseology (fine dining and room service) that are well-known to the learner got the lowest mean score of 4.03.

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Table 8. Summary on the Perceived Acceptability of the Supplementary Materials in Event Management

Indicators	Mean	Std. Deviation	Verbal Interpretation
Supplementary Materials in Event Management			
1. Component			
Learning outcome	4.22	0.64	Agree
Learning content	4.27	0.64	Agree
Learning activity	4.25	0.63	Agree
Evaluation	4.13	0.66	Agree
Overall	4.22	2.07	Agree
Overall Features			
Organization and presentation	4.24	0.65	Agree
Applicability	4.16	0.64	Agree
Usability	4.27	0.63	Agree
Overall	4.22	0.64	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
 1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 8 illustrates the summary of the respondent perception on the acceptability of the supplementary materials in Event Management. Based on the findings, it was revealed that the overall weighted mean of 4.22, interpreted as “Agree”, indicated that the respondents have a high level of acceptability on the supplementary materials in terms of the Component.

The respondent perception of all stated indicators was Agree in the summary of Supplementary Materials in Event Management. Among the four indicators under the Component, it was found that Learning Content obtained the highest mean score of 4.27. Meanwhile,

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Evaluation got the lowest mean score of 4.13. Further, it was also discerned in this study that the overall weighted mean of 4.22, interpreted as “Agree” on the Overall Features of the supplementary materials implied that the respondents have a high level of acceptability on the supplementary materials. Among the three indicators, it was observed that Usability has the highest mean score of 4.27. On the other hand, Applicability obtained the lowest mean score of 4.16.

PART III. Enhanced Skills of Grade 8 Students in Event Management

Table 9. Perception on the Enhanced Technical Skills in terms of Organizational Skills

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can organize the goals and objectives on what should be done starting from the planning, proposal, and during the event proper.	4.50	0.51	Strongly Agree
2. Can make flexible timelines and dates of the appointment for the proposal, bidding presentation, presenting the event plan, and etc.	4.17	0.75	Agree
3. Can gather and compile the documents for the event planning in an organized and comprehensive manner.	4.13	0.63	Agree
4. Can organize and hands-on with the details from the event planning up to the development of bid materials.	4.17	0.53	Agree
5. Can manage time effectively and can ensures everything is according to plans especially in developing proposal and bid detail.	4.07	0.58	Agree
Overall	4.21	0.62	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Based on the perception one indicator is Strongly Agree and the other 4 indicators was Agree. Moreover, among the provided statements, it was found out that respondent can organize the goals and objectives on what should be done starting from the planning, proposal, and during the event proper has the highest mean score of 4.50, regarded as "Strongly Agree". On the other hand, can gather and compile the documents for the event planning in an organized and comprehensive manner got the lowest mean score of 4.13, interpreted as "Agree". The result imply that the developed Supplementary materials helps them to enhanced their technical skills in event Management particularly in proposing, planning, implementation of the events and the proper documentation on the process.

Table 10. Perception on the Enhanced Technical Skills in terms of Problem Solving

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can identify the problem or the root cause of the issue specifically in developing proposal and bid details.	3.97	0.56	Agree
2. Can analyze the problem immediately to prevent further damage or problems before finalizing the event proposal and bid details.	4.00	0.59	Agree
3. Can provide solutions or immediate decisions with the help of the team during the planning for the event proposal.	3.93	0.69	Agree
4. Can focus on providing solutions especially when unexpected scenarios during the selection of venues and materials for the event.	3.97	0.67	Agree
5. Can provide a higher level of thinking and analysis for the problems to be solved immediately before having agreement with the proposal and bid details.	4.03	0.56	Agree
Overall	3.98	0.61	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Table 10 presents the mean distribution of the perception of the respondents on the enhance technical skills in event management in terms of problem solving. Based on the study results, the overall mean of 3.98, interpreted as "Agree", indicated that the Grade 8 students agree that they have a technical skill in terms of problem solving. Hence, respondents provided a Technical Skills in terms of Problem Solving

Clear perception of all stated indicators was Agree. Among the given indicators, it was revealed that the respondents Technical Skills can provide a higher level of thinking and analysis for the problems to be solved immediately before having agreement with the proposal and bid details has the highest mean score of 4.0. Meanwhile, can provide solutions or immediate decisions with the help of the team during the planning for the event proposal got the lowest mean score of 3.93.

Table 11. Perception on the Enhanced Technical Skills in terms of Negotiation and Budgeting

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can negotiate a contract with a sponsor or client proving the feasibility of the event proposal	4.03	0.61	Agree
2. Can get the possible deal in terms of booking a venue, renting sound systems, etc.	4.03	0.72	Agree
3. Can present and negotiate the bid details of the event most especially the budget proposal for the bid materials needed for the said event	4.07	0.69	Agree
4. Can conduct forecasting and tracking of expenses as well as juggling invoices and budget proposals	4.07	0.45	Agree
5. Can look for materials that are still in the budget but will give the client the best experience during the event	4.13	0.63	Agree
Overall	4.07	0.62	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 11 shows the mean distribution of the perception of the respondents on the enhance technical skills in event management in terms of negotiation and budgeting. Based on the result

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in this study, the overall mean of 4.07, interpreted as “Agree” implied that the Grade 8 students agree that they have a technical skill in terms of negotiation and budgeting. Hence, their skill improved when it comes to negotiation and budgeting.

Based on the perception of all stated indicator was Agree. Moreover, it was also found that among the provided statements, can look for materials that are still in the budget but will give the client the best experience during the event has the highest mean score of 4.13. On the other hand, respondent can negotiate a contract with a sponsor or client proving the feasibility of the event proposal, can get the possible deal in terms of booking a venue, renting sound systems, etc. were gained 2 indicators, got the lowest mean score of 4.03.

Table 12. Perception on the Enhanced Technical Skills in terms of Multi-tasking

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can develop proposal and bid details for multiple events simultaneously.	4.13	0.63	Agree
2. Can work multiple tasks without affecting the quality of their work such as presenting the proposing and bid details as well as visiting the venue and making bookings at the same time.	3.93	0.64	Agree
3. Can attend and address the different inquiries both from the clients and the staffs specifically in terms of the bid details and the feasibility of the event proposal.	4.07	0.64	Agree
4. Can carry out different projects without compromising the quality of the event and the experience of the client as well as the guests.	4.13	0.63	Agree
5. Can be punctual and well-prepared when conducting a meeting despite of having numerous tasks to accomplish for the event planning.	4.10	0.61	Agree
Overall	4.07	0.62	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Noticeable perception of all stated indicators was Agree. Among the given indicators, it was observed that can develop proposal and bid details for multiple events simultaneously and can carry out different projects without compromising the quality of the event and the experience of the client as well as the guests have the highest mean score of 4.13, respectively. Meanwhile, can work multiple tasks without affecting the quality of their work such as presenting the proposing and bid details as well as visiting the venue and making bookings at the same time got the lowest mean score of 3.93.

Table 13. Perception on the Enhanced Communication Skills in terms of Active Listening Ability

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can pay attention to what the client wants even the smallest detail for the event especially in the bid details	4.37	0.49	Agree
2. Can understand their needs and ensures that the expectations of the client will be achieved especially in terms of the venue, the design of the venue, and etc.	4.07	0.69	Agree
3. Can focus and listens attentively without being distracted	4.07	0.69	Agree
4. Can restate what the client says to show that you are listening and that you understand what they are saying	4.17	0.59	Agree
5. Can ask questions properly regarding the schedule, design, theme, number of guests, and etc. of the event.	4.30	0.70	Agree
Overall	4.19	0.64	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

It was also found in this study that among the five indicators was Agree. Among the provided statement, the highest mean score of 4.37, can pay attention to what the client wants even the smallest detail for the event especially in the bid details. Meanwhile, can understand their needs and ensures that the expectations of the client will be achieved especially in terms of

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the venue, the design of the venue, and etc. and can focus and listens attentively without being distracted got the lowest mean score of 4.97.

Table 14. Perception on the Enhanced Communication Skills in terms of Written Communication

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can effectively create formal letter of invitation or proposal that will be sent to the client.	4.23	0.50	Agree
2. Can create marketing and promotional plan in social media and other platforms.	4.17	0.59	Agree
3. Can down notes during the event planning and bid proposal to ensure that every detail for the event will be achieved.	4.20	0.66	Agree
4. Can clearly put the details and the proposal in a written form specifically the timeline and important dates, budget, information of the attendees, and etc.	4.23	0.57	Agree
5. Can create or write the presentation materials without being too cluttered or confusing.	4.23	0.63	Agree
Overall	4.21	0.59	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

The perceptions of the respondents in all stated indicators were Agree. Among the provided statements, it was also disclosed that the highest mean of 4.23, were gained by the 3 indicators, the respondents believes that they can effectively create formal letter of invitation or proposal that will be sent to the client, can clearly put the details and the proposal in a written form specifically the timeline and important dates, budget, information of the attendees, and etc. And can create or write the presentation materials without being too cluttered or confusing. On the other hand, the respondents can create marketing and promotional plan in social media and other platforms got the lowest mean score of 4.17.

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Table 15. Perception on the Enhanced Communication Skills in terms of Non-verbal and Visual Communication

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can establish frequent but not continuous eye contact with the clients or staff while talking for them to know that you are really interested and sincere	4.10	0.61	Agree
2. Can be punctual in every meeting and planning for the event and bid proposal	4.07	0.69	Agree
3. Can display good facial expressions while listening to the client or staff during the event planning and bid proposal	4.07	0.74	Agree
4. Can create visual presentations that can be explained and understood easily by the clients as well as the other involved teams in the event	4.20	0.66	Agree
5. Can explain and demonstrate visual presentations effectively with the use of non-verbal actions such as hand gestures, facial expressions, and proper modulation of voice showing their confidence and professionalism during the event planning and bid proposal	4.20	0.61	Agree
Overall	4.13	0.66	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
 1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Based on the perception of all stated indicators was Agree. Moreover, among the given indicators, it was found that can create visual presentations that can be explained and understood easily by the clients as well as the other involved teams in the event and can explain and demonstrate visual presentations effectively with the use of non-verbal actions such as hand gestures, facial expressions, and proper modulation of voice showing their confidence and professionalism during the event planning and bid proposal have the highest mean score of 4.20, respectively. Meanwhile, can be punctual in every meeting and planning for the event and bid

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proposal and can display good facial expressions while listening to the client or staff during the event planning and bid proposal received the lowest mean score of 4.07, respectively.

Table 16. Perception on the Enhanced Communication Skills in terms of Contextual Communication

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Can provide a specific, measurable, and attainable event and bid proposal to the client.	4.03	0.76	Agree
2. Can understand and collaborate with the clients and the staff during the event and bid proposal.	4.27	0.52	Agree
3. Can consider all the details and the experiences of the clients to create and develop good designs and accurate details for the proposal.	4.17	0.65	Agree
4. Can generate and share ideas that are not disrespectful and is still according to the needs and interests of the clients.	4.17	0.53	Agree
5. Can choose the proper words and construction of sentences to ensure that the meaning of the message will be delivered properly especially in terms of budgeting and choosing the venue, design, and theme for the event.	4.23	0.57	Agree
Overall	4.17	0.61	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

Table 16 presents the perception of the respondents on the enhanced communication skills in event management in terms of contextual communication. Based on the findings, it was found that the overall mean of 4.17, interpreted as “Agree”, indicated that the respondents agreed

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that after they were exposed to the supplementary materials, their communication skills in terms of contextual communication was enhanced or improve.

Shows of all stated indicators was Agree. Among the provided statements, can understand and collaborate with the clients and the staff during the event and bid proposal has the highest mean score of 4.27. On the other hand, can provide a specific, measurable, and attainable event and bid proposal to the client got the lowest mean score of 4.03.

Table 17. Summary on the Enhanced Skills of the Respondents in Event Management

Indicators	Mean	Std. Deviation	Verbal Interpretation
Enhance skills of the respondents in terms of:			
3.1. Technical Skills			
3.1.1. Organizational Skills	4.21	0.62	Agree
3.1.2. Problem Solving	3.98	0.61	Agree
3.1.3. Negotiation and Budgeting	4.07	0.62	Agree
3.1.4. Multitasking	4.07	0.62	Agree
Overall	4.08	0.62	Agree
3.2. Communication Skills			
3.2.1. Active Listening Ability	4.19	0.64	Agree
3.2.2. Written Communication	4.21	0.59	Agree
3.2.3. Non-verbal and Visual	4.13	0.66	Agree
3.2.4. Contextual Communication	4.17	0.61	Agree
Overall	4.18	0.63	Agree

Legend: 4.50 – 5.00 (strongly agree) 3.50 – 4.49 (agree) 2.50 – 3.49 moderately agree
1.50 – 2.49 (disagree) 1.00 – 1.49 (strongly disagree)

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Table 17 presents the summary on the enhanced skills of the respondents in Event Management in terms of technical skills and communication skills. Based on the results, it was found that the overall weighted mean of 4.08, interpreted as "Agree", implied that the respondents have a high level of enhanced skills in event management with regards to Technical Skills. Noticeable perception of all stated indicator was Agree. It was observed that among the provided technical skill indicators, Organizational Skills obtained the highest mean score of 4.21. On the other hand, Problem Solving Skills got the lowest mean score of 3.98. Moreover, it was also ascertained in this study that the overall weighted mean of 4.18. implied that the respondents have a high level of Communication Skills in Event Management. Among the given indicators, it was found that Written Communication obtained the highest mean score of 4.21. Meanwhile, Non-verbal and Visual Communication got the lowest mean score of 4.13.

PART IV. Relationship Between Acceptability Level of the Supplementary Materials to the Technical Skills and Communication Skills of the Students

Table 18. Relationship Between Acceptability Level of the Supplementary Materials and Technical Skills

Acceptability Level	Technical Skills			
	Organizational Skills	Problem Solving Skills	Negotiation and Budgeting	Multi-tasking
Components				
Learning Outcome	0.054	0.046	0.266*	0.110*
Learning Content	0.026	0.134	0.139	0.133*
Learning Activity	0.142	0.225*	0.129	0.192*
Evaluation	0.100	0.258*	0.275*	0.157*
Over-all Features				
Organization and	0.093	0.148	0.126	0.072

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Presentation				
Applicability	0.292*	0.165**	0.126	0.207**
Usability	0.185**	0.102	0.057	0.137*

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

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

These results only implied that the perception of the respondents on the acceptability level of the supplementary materials in terms of its component and overall features in event management were significantly related to the Grade 8 students' technical skills. Moreover, it shows a positive but weak correlation. Hence, it only means that there is a positive low relationship to some variables wherein when the acceptability level of the students on the supplementary materials increases, their technical skills level also increases. Further, based on these findings, it can be said that as the supplementary materials contents and overall features conforms with the acceptability or the alignment of the student's curriculum increases and be more effective, the more the students would enhance their learning skills specially the technical and communication skills.

Table 19. Relationship Between Acceptability Level of the Supplementary Materials and Communication Skills

Acceptability Level	Communication Skills			
	Active Listening Ability	Written Communication	Non-verbal and Visual Communication	Contextual Communication
Components				
Learning Outcome	0.205*	0.142	0.076	0.090
Learning Content	0.180*	-0.067	-0.035	0.186*

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Learning				
Activity	0.078	0.035	-0.095	0.078
Evaluation	0.164*	0.034	0.102	0.145
<hr/>				
Over-all Features				
Organization and				
Presentation	0.161*	-0.030	0.069	0.131
Applicability	0.072	0.034	0.096	0.170*
Usability	0.071	0.136	0.080	0.210*

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

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

Table 19 displays the Pearson correlation analysis of the relationship between the acceptability level of the supplementary materials and the communication skills of the Grade 8 respondents. The rows are made up of the independent variables, the Component and Overall Features of Supplementary Materials in Event Management, with the Component's categories being Learning outcome, Learning Content, Learning Activity, and Evaluation, and the Overall Features being Organization and Presentation, Applicability, and Usability. The columns, on the other hand, include the dependent variables, Communication Skills such as Active Listening Ability, Written Communication, Non-verbal and Visual Communication, and Contextual Communication.

Conclusion

The respondents accept the supplementary materials in event management in terms of Components (Learning, Outcome, Learning Content, Learning Activity, and Evaluation) and Overall Features (Organization and Presentation, Applicability, and Usability). Grade 8 students agreed that the supplementary materials are indeed useful and relevant in Event Management whereas the Components and Overall Features were aligned and based on the TLE learning competencies.

It was observed that respondents have enhanced and developed their Technical Skills (Organizational Skills, Problem Solving Skills, Negotiation and Budgeting, and Multitasking) and Communication Skills (Active Listening Ability, Written Communication, Non-verbal and Visual

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Communication, Contextual Communication) in Event Management. Grade 8 students were able to handle their schedule and any situations well without compromising the quality of an event and the expectation of the clients.

Based on the finding, the hypothesis stating that the Perceived Acceptability on the Supplementary Materials in Event Management are not significantly related to the Enhanced Technical Skills and Communication skills of the respondents is therefore, Partially Sustained.

Recommendations

1. It is recommended that school administrations hold informative sessions and trainings that include lectures and discussions about teachers' supplementary materials in order to effectively improve the content and overall features of the learning materials that are distributed to students.
2. Technical skill and Communication skill are important aspects that must be enhanced in every student; hence, teachers shall also provide tasks and activities to their students that would highly develop their skills and abilities.
3. Since it was found that there is a significant relationship between the acceptability level of the students on the supplementary materials and technical and communication skills of the students, the government, especially the Department of Education (DepEd) and Commission on Higher Education (CHED) in coordination with the school administrations shall improve and develop the learning content of the supplementary materials in order to increase the level of skills of the students.

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