

UTILIZATION OF THE RAJAH NEWSLETTER IN TEACHING THE FRENCH REVOLUTION AMONG SECOND-YEAR SOCIAL STUDIES MAJORS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study examined the RAJAH Newsletter as an instructional material for teaching the French Revolution at Bestlink College of the Philippines. The material was intended to address different learning preferences, including visual, auditory, kinesthetic, and reading/writing modalities, and to improve students' understanding of the topic. The study employed a quasi-experimental design with purposive sampling. Participants were 33 second-year Bachelor of Secondary Education Social Studies students. Data were collected through pretests, posttests, and survey questionnaires. Most participants were aged 18–21 (88%), while 12% were aged 21–26. The sample was 52% female and 48% male. Fifty-eight percent frequently read newspapers, indicating familiarity with print-based materials. The pretest mean of 12.27 increased to a posttest mean of 23.55. The reported difference was statistically significant ($t = 16.09$, $p < 0.00001$), leading to rejection of the null hypothesis. Students strongly agreed that the RAJAH Newsletter addressed multiple learning modalities and that its design, discussions, reading materials, and interactive activities supported engagement, inclusion, and comprehension. The findings support the RAJAH Newsletter as an instructional tool for teaching the French Revolution. Some students found the amount of information in a single issue overwhelming, and inconsistent layout occasionally reduced readability. Clearer organization, consistent formatting, balanced content, and additional interactive features may further improve the material and sustain motivation.

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