

Instructional Module in Cookery II: Focused on Main Course

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Abstract

This study aimed to determine the effect of Instructional Module in Cookery II: focus on main course. Specifically, it sought answers to the following questions (1) What is the level of components on Instructional module with regards to: (1.1) objectives; (1.2) content; (1.3) activities; and (1.4) assessment? (2) What is the level of characteristics of Instructional module in relation to: (2.1) usability; (2.2) consistency; (2.3) aesthetic value; and (2.4) relevance? (3) What is the level of student's performance in terms of: (3.1) written test (3.2) practical test? (4) Do the components and characteristics of Instructional module has significant effect to the students' performance.

The research design employed in this study was Quantitative Method of Research the respondents are the cookery students in the Cuyab Integrated National High School. The research instruments used here were checklist and questionnaires. The findings of the study were as follows The level of components on Instructional module with regards to objectives, contents, activities; and assessment interpreted as very high while the level of characteristics of Instructional module in relation to usability, consistency, aesthetic value; and relevance is also interpreted as very high. On the other hand, the level of student's performance in terms of written and practical test in the module components and characteristics is outstanding and for the significant effect of components and characteristic of Instructional module to

student's performance the result is not significant therefore based on the gathered data, the researcher conclusion is that the components and characteristic of Instructional module has no significant effect to the students' performance in the written and performance test that is why the null hypothesis was accepted, and based on the preceding findings and conclusions, the following recommendations were suggested. It is recommended that the newly developed module be tested with the larger scale of students to find out if the same results will be obtained, to modified and upgrade the activities in the module to further enhance the knowledge and skills of the learners, it is also recommended that the result of the study be used as a basis in choosing which lessons or aspects of the lesson should gain more focus our attention in improving the module develop and to further promote effective teaching and learning it is also recommended that the module be utilized in other public or private schools especially

Keywords: Type your keywords here, separated by semicolons ; Module; Instructional Module; Main Course; Cookery

1. Main text

Education is facing a unique challenge today because of the Covid-19 pandemic that hindrance us to have a normal setting in education, since pandemic happen problem arises and everybody must shift into different and new way of delivering Instructions to the students that leads in shifting also in using the teaching and learning process called IDEA, teaching and learning is known as imparting Skills, knowledge plus attitude to the learners that is very vital in to their holistic development that is what the leaners needs in their present situation.

The term “educated” deals on how the students learn from different sources of information (Kuhlthau and Caspari, 2015) that is the reason why the school must adopt different materials to educate the learners like books, modules and other learning materials. The Section 16 Republic Act No. 10533, entitled “ An Act Enhancing The Philippine Basic Education System by strengthening its curriculum and increasing the number of years for Basic Education Appropriating funds therefore and other purposes” other known as the “Enhanced Basic Education Act of 2013,” approved on May 15, 2013 and which took effect on June 8, 2013, thus it states under rule II curriculum of section 10.3 “The Production and Development of Materials” shall be encouraged to continue improve the quality of basic education. This memorandum state the needs of creating new learning materials in the form of self-learning Modules, and to response the researcher developed module that focus on the Main course in Cookery II i. Define main course as often the central to the meal they stated that we plan our side dishes around it, furthermore we also pair our beverages with the main course and our eyes light up when the main course arrives on the table (Hoffmann, Loehr & Eiseeman 2021). Module is an effective tool in engaging the students brain in the task and direct student’s learning even out of the classroom. New approaches and learning opportunities is the offer of learning modules that greatly helps the learners in overcoming deficiency and enhances their knowledge (Gordon & Nicholas, 2013). also module is used in teaching for a long time, today the purpose of module is to support studying, promoting active learning, getting the learners interest and assessment. Learning modules covers how students build knowledge and it is the summaries of materials and training. (Hamdunah, Yunita, Zulkardi, & Muhafzan, 2016). Module is very useful in terms of academic achievement as book supplemental. the researchers see the needs of module as an instructional material that will help teachers in delivering the skills, lessons and the competencies in a most convenient way while making sure that it fits the needs of the student’s and ensuring that learning will happen.

These are the reason behind the conduct of testing the effectiveness of the Instructional Module in Cookery II: focus on Main Course.

Statement of the Problem

The purpose of the study was to find out the effectiveness in using Module focus on Main course in line with the new teaching and learning process in Cookery II. Specifically, it sought answers to the following questions:

1. What is the level of components on Instructional module with regards to:
 - 1.1. objectives;
 - 1.2. content;
 - 1.3. activities; and
 - 1.4. assessment;?
2. What is the level of characteristics of Instructional module in relation to:
 - 2.1. usability;
 - 2.2. consistency;
 - 2.3. aesthetic value; and
 - 2.4. relevance;?
3. What is the level of student’s performance in terms of:
 - 3.1 written test

3.2 practical test;?

4. Do the components and characteristics of Instructional module has significant effect to the students' performance?

Result and discussion**Level of Components on Instructional Module**

Instructional modules are one of the learning materials that are being used in distance learning. With our present education system, the development of an instructional module plays an important aspect to ensure students learning at their own pace.

In this study, the researcher sought to assess the components of the developed module in Cookery II which was described in terms of objectives, content, activities and assessment and was determined by the weighted mean and standard deviation.

Table 1 shows the insights on the level of Components with regards to objectives. Objectives performed a big role in every learning material's it must be what the students are anticipated to do or talk over after the completion they may be engaged. As perceived by the respondents, all items "The Objectives of the developed module are stated based on Grade 10 competencies", "The Objectives of the developed module use words that are clear and comprehensive.", "The Objectives of the developed module state the sub- topics", "The Objectives of the developed module are measurable in terms of result in everyday activity and assessment", "The Objectives of the developed module are within the schemata of the grade 10 students' ability and knowledge" acquire the following SD in each item as 1.) 0.06 2.) 0.59 3.) 0.58 4.) 0.60 and item 5.) 0.62 all remarks as strongly agree.

Table 1. The level of Components on Instructional Module with regards to Objectives

The Objectives of the developed module...	Mean	SD	Remarks
1. are stated based on Grade 10 competencies.	4.67	0.60	Strongly Agree
2. use words that are clear and comprehensive.	4.49	0.59	Strongly Agree
3. state the sub- topics.	4.60	0.58	Strongly Agree
4. are measurable in terms of result in everyday activity and assessment.	4.69	0.60	Strongly Agree
5. are within the schemata of the grade 10 students' ability and knowledge.	4.58	0.62	Strongly Agree
Grand Mean	4.60		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The obtained overall mean level of components on instructional module in regards to objectives as viewed by the respondents was 4.60 marked as strongly agree which interpreted as very high. This implied that the level of components on instructional module's objective was extremely acceptable, all the objectives are clearly stated, based on the given competencies, lucid and inclusive, sub topics are determining, measurable in terms of result of everyday activity and assessment and are within the schemata of students' ability and knowledge. As supported by the study done by Stara et. Al., (2019), stated that it brings significant positive consequence

for pupils when objectives, content and evaluation procedure are in agreement, improving work with learning objectives potentially bring greater benefits to the pupils learning and their overall education will improve. Also Chatterjee et. Al., (2017), stated that a well-define objectives in learning is the one which the learners achieved upon completion of educational activity.

Table 2. The level of Components on Instructional Module with regards to Content

The contents of the developed module...	Mean	SD	Remarks
1. are parallel with the objectives and activities;	4.64	0.61	Strongly Agree
2. contribute to the acquisition of concepts, knowledge, and skills;	4.64	0.53	Strongly Agree
3. provide a range of learners' interest and preferences;	4.56	0.59	Strongly Agree
4. are sufficient enough to allow the students to lean independently;	4.56	0.66	Strongly Agree
5. are current and updated to keep the students abreast with concepts, knowledge and skills.	4.58	0.54	Strongly Agree
Grand Mean	4.60		Very High

In Table 2, the respondents' perceptions on the instructional module as to the level of components on instructional module with regards to its content are shown. As assess by the respondents, all items "The contents of the developed module are parallel with the objectives and activities", "The contents of the developed module are contribute to the acquisition of concepts, knowledge, and skills", "The contents of the developed module are provide a range of learners' interest and preferences", "The contents of the developed module are sufficient enough to allow the students to lean independently", "The contents of the developed module are current and updated to keep the students abreast with concepts, knowledge and skills", attained the following SD 0.61, 0.53, 0.59, 0.66 and 0.54 and mean level of 4.64, 4.64, 4.56, 4.56 and 4. 58 respectively marked as strongly agree and can all be interpreted as very high.

The achieved overall mean level of components instructional module with regards to content as assess by the respondents was 4.60 strongly agree which interpreted as very high, this implied that the module content acquired by the students were adequate enough for them to learn independently to acquire concepts, knowledge and skills.

Exactly how Idang (2013), mentioned that some of the ways in writing content are to be specific enough that anyone that will be reading the objectives will understand the subject matter, and be sure that description of the content can stand alone, it also be "material free" part must be generic enough that it emphasis about the knowledge and skills that are important and applicable in variety of context.

Salandanan (2014), attested that an effective module composition/content includes the following 1.) An overview that provide the learners the idea of what he will be learning from the module, a pre-test that is multiple choice which is self-administered and self-corrected is intended to find out the learner's readiness to perform the prepared activities. 2.) The objective, that state the expected learning of the learner's after the completion of the module. 3.) The learning resources are those references like magazine, books, newspapers and other media instructions such as tape and projected visual together hand-outs lecture are provided to the learners that are interested in continuing the concept and further developing higher skills; 4.) The self-evaluation exercise are those questions after each activity that are related to find out if the objective of the said activity has been achieve; and 5.) The progress check test it refers to the given test that serves as an indicator if the subject can be produced next learning session or if there is a need to review the lesson more.

Table 3 reveals the level of components on instructional module in Cookery II: focus on Main course with regards to its activities. It shown that items 1- 5 “The activities of the developed module provide a variety activities and opportunities for the improvement of students’ concept in knowledge and skill lessons”, “The activities of the developed module stimulates’ students skills, and abilities to study independently”, “The activities of the developed module give direction in simple comprehensible manner”, “The activities of the developed module are relevant to the expected outcome of objectives”, “The activities of the developed module are parallel to the objectives and the content of the lesson” attained the highest mean of 4.67 and SD of 0.63.

Table 3. The level of Components on Instructional Module with regards to Activities

The activities of the developed module ...	Mean	SD	Remarks
1. provide a variety activities and opportunities for the improvement of students’ concept in knowledge and skill lessons;	4.71	0.63	Strongly Agree
2. stimulates students’ skills, and abilities to study independently;	4.49	0.59	Strongly Agree
3. give direction in simple comprehensible manner;	4.60	0.58	Strongly Agree
4. are relevant to the expected outcome of objectives;	4.62	0.53	Strongly Agree
5. are parallel to the objectives and the content of the lesson	4.67	0.56	Strongly Agree
Grand Mean	4.62		Very High

The attained overall mean level of components on instructional module with regards to its activities as shown by the respondents was 4.62 which interpreted as very high. It only concerns that the activities presented on the instructional module gives diverse opportunities for the improvement of students’ concept, knowledge, skills and can stimulate the students’ abilities to study independently. The presented activities on the module are simple comprehensible manner that are relevant and parallel to the objectives and content of the lesson.

Crisostomo (2015), stated that exercises and activities form the core of the module and it set out input-processing-output or the input-practice-task-feedback sequence for each activity in tur. Also Bermudez, et, al. (2017), stated that the activities provided for the learners must be very much flexible, thus developing their creativity and making them explore and connect their previous and personal experiences.

Table 4. The level of Components on Instructional Module with regards to Assessment

The assessments of the developed module...	Mean	SD	Remarks
1. are evident in every topic;	4.64	0.64	Strongly Agree
2. are used in module to support the multiple intelligences among the students;	4.51	0.63	Strongly Agree
3. are values forming related.	4.64	0.53	Strongly Agree
4. provide the opportunity for self-assessment advancement;	4.69	0.51	Strongly Agree

5. follow an appropriate learning where the assessment is congruent to the objectives.	4.78	0.47	Strongly Agree
Grand Mean	4.65		Very High

It can be seen on Table 4 that the items 1 to 5 “The assessments of the developed module are evident in every topic”, “The assessments of the developed module are used in module to support the multiple intelligences among the students”, “The assessments of the developed module are values forming related”, “The assessments of the developed module provide the opportunity for self-assessment advancement”, “The assessments of the developed module follow an appropriate learning where the assessment is congruent to the objectives” attained the following SD: 0.64, 0.63, 0.53, 0.51 and 0.47 and mean level of 4.64, 4.51, 4.64, 4.69 and 4.78 marked as strongly agree respectively and can all be interpreted as very high.

The carry out overall mean level of components on instructional module with regards to its assessment as perceived by the respondents was 4.65 which interpreted as very high. It stated that the assessment was evident in every topic and it supports the multiple intelligences among the students. The assessment has evident values formation, it gives the opportunity in advance self-assessment and it follows an appropriate learning that is congruent to the objectives.

Hull, (2012) Stated that assessment assist to give diagnosis for organization or individual so they can enhance or measure their current status on a variety of dimensions, Heywood, (2016) Stated that assessment drive us to review in details the purpose and objectives of program courses if curriculum activities are to have validity, while Mckown, et. Al. (2015), stated assessment modules measured children's ability to browse facial expressions, infer others' views, solve social issues, delay gratification, and tolerate frustration. each of the studies provided proof that (a) individual assessment modules exhibited moderate to high internal consistency and low to moderate test-retest reliability; (b) composite assessment scores exhibited high reliability; (c) along, assessment modules incontestable an in theory coherent issue structure; (d) issue scores incontestable focused and discriminant validity; and (e) dominant for intelligence quotient and demographic characteristics,

Level of Characteristics of Instructional Module

Table 5 presents level of characteristics of instructional module in cookery II: focus on Main course in relation to its usability.

Table 5. The Level of Characteristics of Instructional Module in relation to Usability

The usability of the developed module...	Mean	SD	Remarks
1. can serve as an additional instructional material	4.67	0.52	Strongly Agree
2. provides discussions and activities designed to improved students' knowledge, skills and abilities;	4.64	0.57	Strongly Agree
3. serves as supplementary instructional materials;	4.64	0.53	Strongly Agree
4. illustrates real- life experiences	4.73	0.45	Strongly Agree
5. provides a self-assessment to students to improved students' grammar, skills and abilities.	4.69	0.51	Strongly Agree

Grand Mean	4.68	Very High
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All the items “The usability of the developed module can serve as an additional instructional material”, “The usability of the developed module provides discussions and activities designed to improved students’ knowledge, skills and abilities”, “The usability of the developed module serves as supplementary instructional materials”, “The usability of the developed module illustrates real- life experiences”, “The usability of the developed module provides a self-assessment to students to improved students’ grammar, skills and abilities” attained the following SD: 0.52, 0.57, 0.53, 0.45, 0.51 and the mean level of 4.67, 4.64, 4.64, 4.73 and 4.69 marked as strongly agree respectively and can all be interpreted as very high.

The attained overall mean level of the characteristics of instructional module in relation to its usability as viewed by the respondents was 4.68 which interpreted as very high. It only suggested that the module can be used as an additional instructional and supplementary materials which illustrate real-life experiences that improved student’s grammar, skills and abilities.

This can be supported by the study of Lewis, et. Al., (2021) Stated that fundamental goal of usability testing is to help developers produce more usable products. Lavrov, et. Al. (2013), stated that integral index of usability quality of e-learning modules. (1) has accumulated an outsized variety of e-learning modules that have to be compelled to be assessed in terms of biotechnology; (2) is ready to use specialists in ergonomics and organization of e-learning (the specialists will give, as a rule, qualitative assessment); (3) restricted is proscribed} in resources on the event of special software package for analysis of e-learning modules; and (4) is forced by the necessity to cut back the price of experience to be limited to considering solely the most quality indicators that have the best impact on the biotechnology of e-learning modules.

Table below shows in all items “The consistency of the developed module provides discussion paralleled to the objectives and activities”, “The consistency of the developed module contains topics that are logically related to each other”, “The consistency of the developed module presents topics consistent with concepts being taught”, “The consistency of the developed module focuses on the main goal which is to improve students’ knowledge skills, and abilities”, “The consistency of the developed module includes activities that answer the expected outcome of the objectives” gained the following SD: 0.45, 0.48, 0.56, 0.55 and 0.66 and mean level of 4.73, 4.64, 4.69, 4.71 and 4.56 strongly agree respectively and all can be interpreted as very high.

Table 6. The Level of Characteristics of Instructional Module in relation to Consistency

The consistency of the developed module...	Mean	SD	Remarks
1. provides discussion paralleled to the objectives and activities;	4.73	0.45	Strongly Agree
2. contains topics that are logically related to each other;	4.64	0.48	Strongly Agree
3. presents topics consistent with concepts being taught	4.69	0.56	Strongly Agree
4. focuses on the main goal which is to improve students’ knowledge, skills, and abilities;	4.71	0.55	Strongly Agree
5. includes activities that answer the expected outcome of the objectives	4.56	0.66	Strongly Agree
Grand Mean	4.67		Very High

The achieved overall mean level of characteristic of instructional module in relation to its consistency as perceived by the respondents was 4.67 and it which interpreted as very high. It can be shown that the characteristic consistency of the instructional module presented was extremely acceptable in a way that it discusses topics that is parallel to the objectives and activities, logically related to each other and is consistent with concept being thought that improved students' knowledge, skills and abilities which answer the expected output of the objectives. As supported by Jezak (2017) Stated that to ensure consistency of marking It must include the proper application of the criteria of assessment across students and modules furthermore, Hardison, et. Al., (2012) Stated that to maintain consistency across figures and to facilitate ease of interpretation for reader standardize manner of result must display.

Table 7 reveal the extent of the characteristics of instructional module in relation to its aesthetic value. It can be shown that all the items "The aesthetic value of the developed module utilizes appropriate text, fonts size, and type", "The aesthetic value of the developed module contains icons to enhance understanding of learning contents", "The aesthetic value of the developed module is generally appealing and motivating", "The aesthetic value of the developed module has observed balance and is well laid out", "The aesthetic value of the developed module uses artistic/creative ideas in developing new and original module" gained the following SD: 0.69, 0.58, 0.61, 0.47 and 0.62 and the mean level of 4.44, 4.58, 4.64, 4.78 and 4.58 marked as strongly agree and can all be interpreted as very high.

Table 7.

The Level of Characteristics of Instructional Module in relation to Aesthetic Value

The aesthetic value of the developed module...	Mean	SD	Remarks
1. utilizes appropriate text, fonts size, and type;	4.44	0.69	Strongly Agree
2. contains icons to enhance understanding of learning contents;	4.58	0.58	Strongly Agree
3. is generally appealing and motivating;	4.64	0.61	Strongly Agree
4. has observed balance and is well laid out;	4.78	0.47	Strongly Agree
5. uses artistic/creative ideas in developing new and original module	4.58	0.62	Strongly Agree
Grand Mean	4.60		
Interpretation	Very High		

The achieved overall mean level of characteristic of instructional module in relation to its aesthetic values as viewed by the respondents was 4.60 which interpreted as very high. It can be shown that the instructional module utilizes appropriate texts, fonts, size and type, contain icons and have understanding of the learning content that is generally appealing and motivating with balance aid that is well laid out which have artistic/creative ideas in developing original module.

As stated in the study of Odejar (2015), aesthetic values are important in the innovative design of interactive materials. When designing educational materials for pupils, the design of the content is considered. Its appealing look attracts the learner's attention and encourages them to use the resources. Badillo (2015), aesthetic value refers to the material's pleasing look to attract people and subsequently enjoy it. The materials' look motivates users to utilize the e-learning module and appreciate its beauty, which leads to users' happiness and satisfaction in using it regularly. Garantuza, (2015), aesthetic value does not refer to the material's pleasing look. More significantly, it places a premium on its ability to attract people and, as a result, value it.

Table 8 shown that all the items "The relevance of developed module addresses the knowledge and skills

especially in the use of technology “, “The relevance of developed module provides to the present needs of the learners”, “The relevance of developed module engages learners in tasks that are closely aligned to the 21st century learner skills”, “The relevance of developed module presents concepts and skills”, “The relevance of developed module. shows relevance and usefulness to improve the students 21st century learning skills” attained the following SD: 0.58, 0.51, 0.47, 0.52 and 0.34 and mean level of 4.58, 4.69, 4.78, 4.67 and 4.87 marked as strongly agree respectively and all can be interpreted as very high.

Table 8. The Level of Characteristics of Instructional Module in relation to Relevance

The aesthetic value of the developed module...	Mean	SD	Remarks
1. utilizes appropriate text, fonts size, and type;	4.58	0.58	Strongly Agree
2. contains icons to enhance understanding of learning contents;	4.69	0.51	Strongly Agree
3. is generally appealing and motivating;	4.78	0.47	Strongly Agree
4. has observed balance and is well laid out;	4.67	0.52	Strongly Agree
5. uses artistic/creative ideas in developing new and original module	4.87	0.34	Strongly Agree
Grand Mean	4.72		Very High

The achieved overall mean level of characteristics of instructional module as to its relevance as perceived by the respondents was 4.72 which interpreted as very high. It can be realized that the modules relevance address knowledge and skills specially in the use of technology it provides to the present needs of the learners and engaged learners in task aligned to the 21st century learning skills with present concept and skills that shows relevance and usefulness to improve the students 21st century learning skills.

As stated in the study of Davidson (2018), explored the ways in which the relevance construction experience is a vital, dynamic process of identity formation. It is the findings from these intensive analyses that are reported in detail in this dissertation along with an in-depth discussion of the theoretical, methodological, and practical implications of this content-specific, multidimensional, identity-based conception of relevance. Hugo, (2021) State that relevance is one of the four key principles of effective teaching together with assessment, individualization and learner participation. Chareonkul, et.al. (2019), define 'current relevance' refers to a meaning of the present perfect, in which a past action or event is shown to be connected with the present time in some ways. in terms of the pattern-meaning relationship and also provides pedagogical implications for development of textbooks and teaching materials.

Level of Students' Performance

Table 9. The level of Students' Performance in terms of Written Test

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	43	96%	Outstanding
85 – 89	2	4%	Very Satisfactory
80 – 84	0	0	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations

Mean	92.30	Interpretation	Outstanding
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Table 9 presents the student's performance in terms of written test. It can be gleaned that 43 out of 45 or 96 percent of the students obtained an outstanding performance while 2 out of 45 or 4 percent of the respondents got a very satisfactory performance. The over-all mean of 92.30 indicates the students outstanding performance in the written test. This means that the students' performance in the written test were very remarkable and very impressive.

This implies that the instructional module: focus on Main course is effective in delivering knowledge, concept to the grade 10 learners. as stated by Tejada (2019), stated in the results highlight, from the perception of the scholars, the interactive role of the tasks in their learning and also the potentialities offered to the various learning designs. From the angle of the lecturers, the written production tasks support the students' learning and permit the diversification of the education ways they use with their students. The conclusions indicate that the employment of written production is that the method of teaching and learning the foremost necessary foreign language that has to be taken under consideration, in addition, because the effects that the latter has on the scholar, their learning designs, the importance of the resource chosen to be used, its support for learning, the role of the teacher and its teaching approach. Kaweera, et.al. (2019), stated that written task is composed of writing, thinking, participation, communication as well as their satisfaction of these activities.

Table 10 presented the student's performance in terms of practical test. It can be seen that 45 or 100% percent of the students obtained an outstanding performance while 2 out of 45 or 4 percent of the respondents got a very satisfactory performance. The over-all mean of 95.35 indicates the students outstanding performance in the practical test. This means that the students' performance in the practical test were exceptional and very impressive

Table 10. The level of Students' Performance in terms of Practical Test

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	45	100%	Outstanding
85 – 89	0	0	Very Satisfactory
80 – 84	0	0	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectation
Mean	95.35	Interpretation	Outstanding

The table shows that the instructional module: focus on Main course is effective in delivering knowledge and skills to the grade 10 learners.

Mc Tighe (2015) elaborated that performance task is any learning assessment or activity that the students need to demonstrate or perform using the knowledge, understanding, skills and proficiency. A performance task set a situation where in the learners need to apply/use their learning in context. And Hofer (2014) stated that materials that can motivate a student's achieving greater skills and improved performance are books, traditional chalk-and-board and others like instructional module.

Significant Effect of Components and Characteristics of the Module on Students' Performance

Minitab 14 was used in computing the data gathered and treated them statistically using Regression Analysis. The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of components and characteristics of the module on students' performance.

Table 11 showed the effect of module components in terms of objectives, content, activities and assessment on students' performance in terms of written test and practical test.

A not significant analysis was obtained on the effect of module components on students' performance in the written test. The module objectives garnered a p-value (0.743), content obtained a p-value (0.856), activities gained p-value (0.714), and assessment attained a p-value (0.669) which were all higher than (0.05) level of significance which supported the result of the analysis. This means further that students' assessment on the components of the module is not associated with the result of their written tests.

Table 11.

The components of instructional module Significant Effect to Students' Performance

Variable		t-value	p-value	Analysis
Objectives	Written Test	0.33	0.743	Not Significant
Content		-0.18	0.856	Not Significant
Activities		0.37	0.714	Not Significant
Assessment		-0.43	0.669	Not Significant
Objectives	Practical Test	0.92	0.363	Not Significant
Content		0.07	0.944	Not Significant
Activities		0.85	0.401	Not Significant
Assessment		0.53	0.600	Not Significant

*significant at .05 level of significance

In addition, a not significant analysis was also obtained on the effect of module components on students' performance in the practical test. The module objectives garnered a p-value (0.363), content obtained a p-value (0.944), activities gained p-value (0.401), and assessment attained a p-value (0.600) which were all higher than (0.05) level of significance which uphold the result of the analysis. This implies further that students' judgement on the components of the module do not conform with the result of their practical tests.

Table 12 showed the effect of module characteristics in terms of usability, consistency, aesthetic value and relevance on students' performance in terms of written test and practical test.

Table 12.

The characteristics of instructional module has Significant Effect to Students' Performance

Variable		t-value	p-value	Analysis
Usability	Written Test	0.84	0.885	Not Significant
Consistency		-0.55	0.256	Not Significant
Aesthetic Value		0.65	0.263	Not Significant
Relevance		1.03	0.876	Not Significant
Usability	Practical Test	-0.08	0.940	Not Significant
Consistency		-0.13	0.983	Not Significant
Aesthetic Value		-1.03	0.308	Not Significant
Relevance		0.77	0.444	Not Significant

*significant at .05 level of significance

A not significant analysis was obtained on the effect of module characteristics on students' performance in the written test. The module usability garnered a p-value (0.885), consistency obtained a p-value (0.256), aesthetic value gained p-value (0.263), and relevance attained a p-value (0.876) which were all higher than (0.05) level of significance which supported the result of the analysis. This means further that students' assessment on the characteristics of the module is not associated with the result of their written tests.

Furthermore, a not significant analysis was also obtained on the effect of module characteristics on students' performance in the practical test. The module usability garnered a p-value (0.940), consistency obtained a p-value (0.983), aesthetic value gained p-value (0.308), and relevance attained a p-value (0.444) which were all

higher than (0.05) level of significance which indicate the result of the analysis. This implies that students' judgement on the characteristics of the module do not accord with the result of their practical tests. They may give a high rating on the characteristics of the module but they may gain a low score on the test or the other way around.

Conclusion

Based on the gathered data, the researcher formulated the conclusion:

The components and characteristic of Instructional module has no significant effect to the students' performance in the written and performance task. Therefore, the null hypothesis was accepted.

Recommendations

On the basis of the foregoing findings and conclusion of the study, here are the recommendations offered, It is recommended that the newly developed module be tested with the larger scale of students to find out if the same results will be obtained, to modified and upgrade the activities in the module to further enhance the knowledge and skills of the learners, It is also recommended that the result of the study be used as a basis in choosing which lessons or aspects of the lesson should gain more focus our attention in improving the module developed and to further promote effective teaching and learning it is also recommended that the module be utilized in other public or private schools especially in the City Division of City of San Pedro.

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