

DEVELOPMENT AND EVALUATION OF THE ACCEPTABILITY AND EFFECTIVENESS OF INSTRUCTIONAL MATERIALS IN FACE TO FACE AND ONLINE BUSINESS PLAN IMPLEMENTATION SUBJECT FOR BACHELOR OF SCIENCE IN ENTREPRENEURSHIP

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Abstract

This study validates the instructional materials designed for the Business Plan Implementation course under the Bachelor of Science in Entrepreneurship program. Employing a descriptive research method and survey questionnaires, students, faculty members and other stakeholders of the Laguna State Polytechnic University evaluated the materials with respect to their acceptability and effectiveness in facilitating learning and engagement. Findings demonstrate that the instructional materials are highly acceptable and effective, prompting a recommendation for their endorsement and broader implementation within the department. Incorporating feedback mechanisms and continuous assessment tools can also ensure that the materials remain up-to-date and effective. Moreover, adaptability of these materials for community extension initiatives. Community workshops and training programs, aspiring entrepreneurs and local residents can be empowered with practical business planning skills, thereby contributing to sustainable economic development. The level of implementing these enhancements, the instructional materials can better support student learning and serve as a full-bodied reference for future business initiatives and extension programs. Strategic partnerships with local organizations are encouraged to maximize community impact and promote a culture of entrepreneurship at the grassroots.

Keywords: Instructional Material, Business Plan Implementation, acceptability, effectiveness, assessments

INTRODUCTION

In business programs offered by colleges and universities, students are rigorously scrutinized and introduced to a wide range of disciplines, including business management, entrepreneurship, accounting, and many more. Students should have developed skills and abilities in entrepreneurial activity by the time the programs are expected to be completed. The Bachelor of Science in Entrepreneurship curriculum, which is a component of the CMO 18 series of 2017 curriculum released by the Commission on Higher Education, includes a foundational subject called "Business Plan Implementation" that is more concentrated on the business operations of the enterprises.

Build educational tools that, in general, encourage active engagement from both teachers and students in order to make learning more engaging and exciting. Teaching materials are resources that can performance in academic and aid in their learning. The Laguna State Polytechnic University has already started adjusting to the new normal, starting with the implementation of different modalities like online - synchronous and asynchronous and modular approach, this to accommodate the flexible learning environment suitable for the students' needs through a clear directive by the Academic Affairs. Additionally, the school adopted the CHED notice concerning the face-to-face tertiary classes that will begin in 2021. The University has fully acknowledged and understood its dedication to the new norm. The University Cluster Curriculum Review Committee (UCCRC), which is composed of a program head, a topic specialist, a GAD specialist, and the chairperson of the ITSO, was established after the organizational structure was reorganized from having a single chairperson for Curriculum and Instruction Quality Assurance. This change was motivated by the chairwoman of quality assurance. The university has put a lot of work into helping the organization be able to change with the times. In light of the current situation, the faculty must now adjust their flexibility on a certain component of their work. After two years up to present of flexible learning, the Bachelor of Science in Entrepreneurship students adjust to attending in-person and studying online the rest of the time. The type and quality of materials affect understanding, engagement, and skills development. Aghogho-Ogagan (2025) noted that many teachers still use traditional materials, limiting learning. Ferreras-Garcia et al. (2021) added that teaching methods also influence learning. Interactive and blended activities increase student engagement. Zhou et al. (2025) found that digital tools in online and mixed classes improve participation. Sollosy

and McInerney (2022) highlighted that online activities encourage critical thinking, while Sugden et al. (2021) said real-life examples keep students interested. Pérez-López (2020) noted that well-designed online activities improve understanding and skills. Blended learning and digital tools improve learning outcomes. Viebig (2022) explained that combining teaching methods works better. Kraus et al. (2021) found that modern methods and digital tools help students apply lessons in real situations. Masa'deh et al. (2025) confirmed that digital tools enhance experiences in business courses. Tabuena and Villareal (2024) reported that self-directed learning modules help students in online entrepreneurship courses, even with technical challenges. Manzanillo (2025) developed a business planning module for BS Entrepreneurship students, and positive evaluations showed that well-designed materials improve engagement and learning outcomes. Competency-based frameworks support entrepreneurial skills. Charrón Vías and Rivera-Cruz (2020) said integrating business and behavioral skills in materials encourages participation and prepares students for real business tasks. Knox (2022) noted that hybrid approaches in online courses support engagement. Jardim (2021) emphasized that materials innovation, planning, and communication increase creativity. Ceccherelli et al. (2021) found that structured activities with digital tools increase understanding and engagement. Papadopoulou et al. (2021) reported that organized face-to-face and online resources, including recorded lectures, help students learn effectively. Hanna et al. (2022) highlighted that online programs need careful design and feedback-based improvement. Pramesti and Kusuma (2020) showed that Telegram-assisted blended learning is effective. Chen et al. (2022) found that virtual teamwork improves learning outcomes. Halberstadt and Euler (2022) emphasized that structured materials help students apply entrepreneurial concepts. Online independent study also improves skills. Badrus et al. (2024) said activities like idea generation and business proposal drafting help develop entrepreneurship skills. Woraphiphat and Roopsuwankun (2023) found that online design thinking increases satisfaction and entrepreneurial intention. Sara et al. (2024) reported that Moodle-based e-learning improves engagement and understanding. Pan et al. (2024) showed that hybrid systems combining online and face-to-face instruction support entrepreneurship knowledge and skills. Eka (2022) found modern facilities make business lessons interactive. Ożyńska and Wójcik (2023) emphasized structured online activities improve performance. Cocu et al. (2025) showed digital tools with structured activities enhance entrepreneurship learning. Suhaimi et al. (2025) reported that digital-based programs improve business understanding. Pradana and Susanti (2025) showed online coaching and peer platforms improve engagement and entrepreneurial confidence. Several studies examined instructional materials in entrepreneurship education and their impact on learning outcomes. Manzanillo (2025) developed a business planning module using the ADDIE model, which helped students understand business planning concepts. Similarly, Mispani and Fahrurrozi (2023) created economics instructional materials with entrepreneurial values, improving students' learning experiences. Rahayu (2024) designed an entrepreneurship module using project-based learning, which enhanced students' intellectual ability and accepting the business concepts easily. Studies also explored instructional materials in online and blended learning environments. Palacol and Villarica (2025) found that materials for a Methods of Research for Entrepreneurship course were useful for both face-to-face and online learning. However, challenges remain; Agustina et al. (2020) reported that students often experience low engagement and difficulty managing tasks online. In contrast, Holmes et al. (2022) found that service-learning activities increased engagement and developed entrepreneurial skills. Chen et al. (2021) highlighted that tools like social media, serious games, and MOOCs improve participation and learning outcomes. Nebolisa (2024) confirmed that digital resources help students develop practical entrepreneurship skills. Several studies emphasized the quality of instructional materials. Portana et al. (2021) found that students rated materials highly for clarity and usefulness. Iwu et al. (2024) highlighted that interactive teaching improves understanding of business concepts. Abas and Zakaria (2023) explained that effective materials help prepare students as creative and capable entrepreneurs. Mayer et al. (2020) showed that educational videos improve comprehension and support learning. Blended and digital approaches enhance engagement and skills. Agustina et al. (2020), Holmes et al. (2022), Chen et al. (2021), Zhou et al. (2025), and Sugden et al. (2021) reported that interactive tools and blended strategies increase participation, critical thinking, and practical skills. Learning environments and social interaction also affect outcomes. Pérez-Fernández et al. (2020) found that online and face-to-face social networks encourage entrepreneurial intention. Mushtaq et al. (2021) reported collaborative digital tools expand creative skills in problem solving. Innovative tools support entrepreneurship learning. Technology-supported learning improves entrepreneurial knowledge and skills. Liu et al. (2023) reported that e-learning technologies improve knowledge and skills. Overall, these studies confirm that well-designed instructional materials and digital tools improve learning outcomes in entrepreneurship courses, whether online, face-to-face, or blended.

The purpose of the study is to learn what students think of educational environments that promote student achievement. The importance would include (1) enhancing students' and teachers' deeper understanding of business plan implementation competencies; (2) promoting business plan implementation knowledge and skills essential for effective business decision making; and (3) promoting for being responsible and accountable for obtaining and effectively utilizing the funds essential for efficient operations during students' time, as well as for future needs. The development of instructional materials, delivery strategies, and evaluation all depend on the idea that both in-person and online learning education are essential.

METHODOLOGY

In research of Ahundjanova, M. & Tadjibayev, I. (2022), that a set of approaches, strategies, tools, and procedures for learning a language is known as teaching methodology. The task of creating the tool or educational materials for business plan implementation must fall to the researchers. Students in their fourth year will also participate in this study by providing written comments. The creation of an online and in-person training set for the Business Implementation of the Bachelor of Science in Entrepreneurship was the first goal. Second, the Chairpersons of Curriculum and Instructions and University Quality Assurance will evaluate how effectively the produced online and in-person course instructional is fit for the business implementation of the Bachelor of Science in Entrepreneurship. Analyzing, designing, developing, implementing, and evaluating learning materials and activities is the methodical technique employed in instructional design, according to the ADDIE Model. By putting the learner first, instructional design aims to replace the traditional teacher-centered approach. Effective learning requires teaching. As a result, each component of instruction must be carried out in accordance with the learning outcomes, which were defined after a detailed analysis of the needs of the pupils. The proponent shall gather quantitative data and treat it with the utmost integrity and secrecy. In particular, descriptive statistics will be employed for the quantitative data that will be collected because the proponents aim to give the "must know" from the datasets. Statistics are only used to analyze frequency distribution.

The researchers must be responsible to develop the tool or instructional materials in Business Plan Implementation. Additionally, 4th year students will be the respondents in this study by written responses. From the first objective to develop an online and face-to-face course educational set for the Business Implementation of the Bachelor of Science in Entrepreneurship. Secondly, to assess how well the developed online and in-person course instructional suited for the business plan implementation of the Bachelor of Science in Entrepreneurship as to be checked by the Chairpersons of Curriculum and Instructions and University Quality Assurance.

Learning materials and activities are analyzed, designed, developed, implemented, and evaluated by researchers as part of the instructional design process using the ADDIE Model. The ADDIE model is considered as a valuable source of additional information by providing good teaching practices as stated by Spatioti, A., et. al. (2022). According to Stapa, MA & Mohammad, N. (2019), which examines the ADDIE model's application to the instructional design and development of the Vocational Learning (Voc-Learning) e-learning prototype. The strength of the issue is divided into a number of categories, including teaching design, content, user controls, and technical, depending on the circumstances. Formative evaluation of a developed prototype is done throughout the implementation phase, and modifications and adjustments are made as needed.

Researchers Instructional design attempts to replace the conventional teacher-centered approach by placing the learner first. Teaching is necessary for effective learning. Each element of instruction must therefore be carried out in accordance with the learning outcomes, which were established following a thorough examination of the students' requirements. The proponent shall gather quantitative data and treat it with the utmost integrity and secrecy. In particular, descriptive statistics will be employed for the quantitative data that will be collected because the proponents aim to give the "must know" from the datasets. Statistics are only used to analyze frequency distribution.

RESULTS AND DISCUSSION

The findings and their implications regarding in the study on assessment on development and evaluation of the acceptability and effectiveness of instructional materials in face to face and online business plan implementation subject for Bachelor of Science in Entrepreneurship.

Level of Acceptability of the Language in the Instructional Materials for Students Taking a Bachelor's Degree in Entrepreneurship.

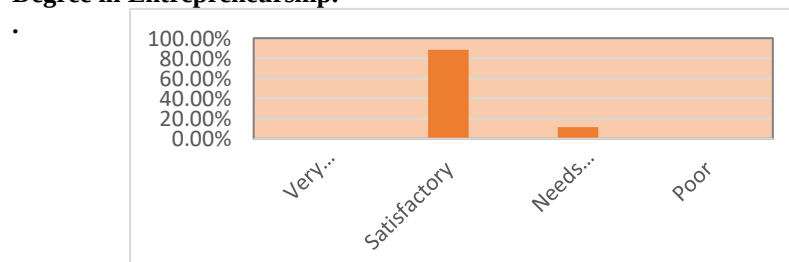


Figure 3. Language in the Instructional Materials for Students Taking a Bachelor's Degree in Entrepreneurship Respondents Distribution

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Acceptable
Satisfactory	Acceptable
Needs Improvement	Less Acceptable
Poor	Not Acceptable

Figure 3 presents the level of acceptability of the instructional materials with regards on “The language is acceptable for students taking a Bachelor's Degree in Entrepreneurship” “got the highest on the remarks of Satisfactory with 88.60%, verbally interpreted as “Acceptable” and followed by the Needs Improvement by only 11.40% “Less Acceptable”. Kyambade et al. (2025) found that blended models improve participation and learning outcomes like face to face and online approaches.

Level of Acceptability of The Fonts, Designs, Styles and Page Layouts are Straight Forward and Uncomplicated.

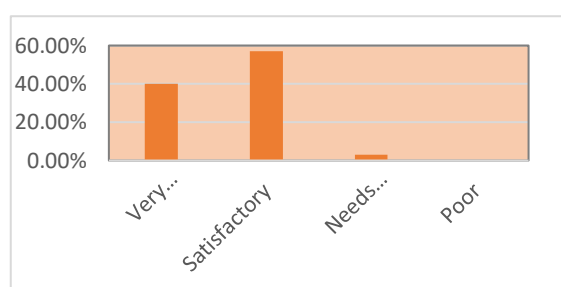


Figure 4. Distribution on the Level of Acceptability Based on Fonts, Designs, Styles and Page Layouts are Straight Forward and Uncomplicated.

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Acceptable
Satisfactory	Acceptable
Needs Improvement	Less Acceptable
Poor	Not Acceptable

Figure 4 presents the level of acceptability of the instructional materials in terms of “The fonts, designs, styles and page layouts are straightforward and uncomplicated.” “got the highest on the remarks of Satisfactory with 57.10% verbally interpreted as “Acceptable” and followed by the Very Satisfactory with 40% and Needs Improvement by only 2.90% “Less Acceptable”.

Level of Acceptability in Terms of Topics and Subtopics are Rationally and Chronologically Arranged.

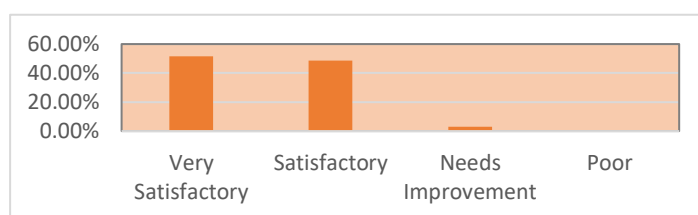


Figure 5. Respondents Level of Acceptability on the Topics and Subtopics are Rationally and Chronologically Arranged.

In terms on the level of acceptability of the instructional materials in figure 5 “Topics and Subtopics are Rationally and Chronologically Arranged” “got the highest remarks on Very Satisfactory with 57.10% verbally interpreted as “Highly Acceptable” and tailed by the Satisfactory with 48.60% “Acceptable” and Needs Improvement by only 2.90% “Less Acceptable”.

Level Of Acceptability in The Scopes and Coverages Are Continually Tailored To The Requirements and Preferences of Among the Respondents



Figure 6. Distribution on the scopes and coverages are continually tailored to the requirements and preferences of students majoring in entrepreneurship respondents

Figure 6 presents that the level of acceptability on the instructional materials in terms of “The scopes and coverages are continually tailored to the requirements and preferences of students majoring in entrepreneurship.” got the highest on the remarks of Very Satisfactory with 62.90% verbally interpreted as “Highly Acceptable” and followed by Satisfactory by only 37.10% verbally interpreted as “Acceptable”.

Level Of Acceptability in Entire Text is Coherent and has In-depth Knowledge on the Subject.

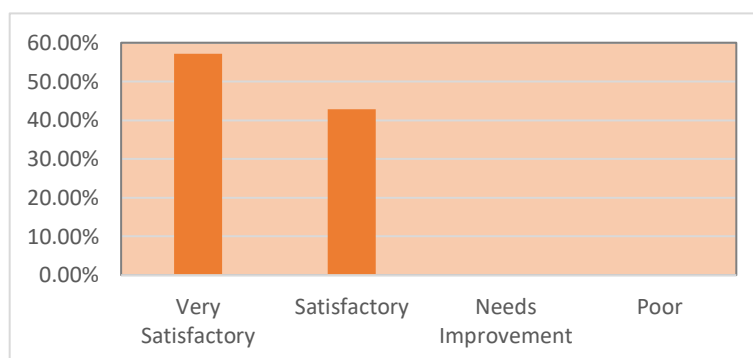


Figure 7. Level of Acceptability in the Entire Text is Coherent and has In-depth Knowledge on the Subject.

With regards to the level of acceptability of the instructional materials for the “Entire Text is Coherent and has In-depth Knowledge on the Subject.” got the highest on the remarks of Very Satisfactory with 57.10% verbally interpreted as “Highly Acceptable”, and by Satisfactory with 42.90% interpreted as “Acceptable”.

Level of Assessment on the Effectiveness of instructional Materials in terms on Provided Learners with a Self-assessment Form in each chapter.



Figure 8. Assessment on the Effectiveness of instructional Materials in terms on Provided Learners with a Self-assessment Form in each chapter.

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Effective

Satisfactory	Effective
Needs Improvement	Less Effective
Poor	Not Effective

Figure 8 shows that the level of effectiveness of the instructional materials in terms of “**Provided Learners with a Self-assessment Form in Each Chapter**” got the highest on the remarks of Very Satisfactory with 51.40% verbally interpreted as “Highly Effective”; followed by Satisfactory by 45.70% verbally interpreted as “Effective” and 5.7% Less Effective. Jumlongkul (2023) used design thinking and project activities to enhance creativity and entrepreneurial thinking.

Level of Assessment on the Effectiveness of Instructional Materials in terms on Clearly Stated the Reason for the Evaluation (such as a Rubric Assessment).

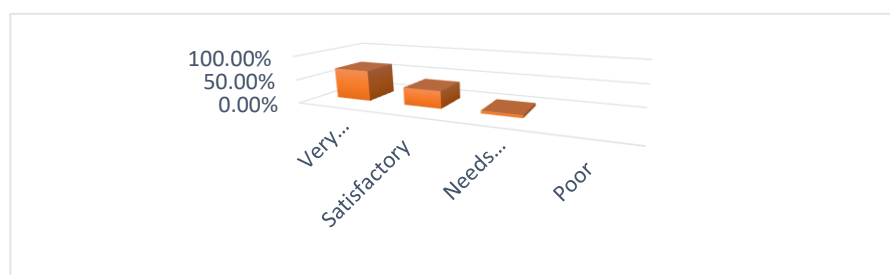


Figure 8. Assessment on the Effectiveness of instructional Materials in terms on Clearly Stated the Reason for the Evaluation (such as a Rubric Assessment).

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Effective
Satisfactory	Effective
Needs Improvement	Less Effective
Poor	Not Effective

In above figure presents that the level of effectiveness of the instructional materials in terms of “**Clearly stated the Reason for the Evaluation (such as a Rubric Assessment)**” got the highest on the remarks of Very Satisfactory with 65.70 verbally interpreted as “Highly Effective”; followed by Satisfactory by 37.10% verbally interpreted as “Effective” and 5.70% Less Effective.

Level of Assessment on the Effectiveness of instructional Materials in terms on Interesting, Productive, and Exciting.

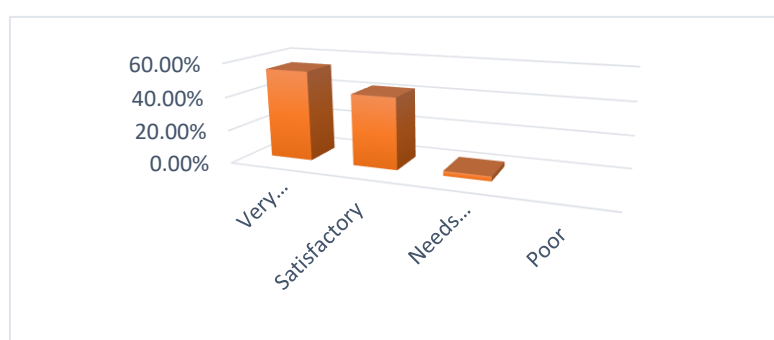


Figure 8. Respondents Assessment on the Effectiveness of instructional Materials in terms on Interesting, Productive, and Exciting.

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Effective
Satisfactory	Effective
Needs Improvement	Less Effective
Poor	Not Effective

In above figure presents that the level of effectiveness of the instructional materials in terms of **“Interesting, Productive, and Exciting for the students”** got the highest on the remarks of Very Satisfactory with 54.30% verbally interpreted as “Highly Effective”; followed by Satisfactory by 42.90% verbally interpreted as “Effective” and 2.90% Less Effective.

Level of Assessment on the Effectiveness of Instructional Materials in terms on Considered both Individual as well as Collaborative Learning.

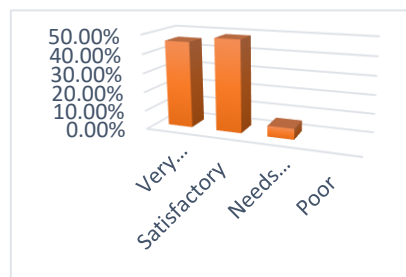


Figure 9. Respondents Distribution on Instructional Materials in terms on Considered both Individual as well as Collaborative Learning.

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Effective
Satisfactory	Effective
Needs Improvement	Less Effective
Poor	Not Effective

Figure 9 shows, that the level of effectiveness of the instructional materials in terms of **“Considered both Individual as well as Collaborative Learning”** got the highest on the remarks of Satisfactory with 48.60% verbally interpreted as “Effective”; followed by Satisfactory by 45.70% verbally interpreted as “Highly Effective” and 5.70% Less Effective.

Level of Assessment on the Effectiveness of Instructional Materials in terms of Total Development Including their Social, Mental, and Physical Progress.

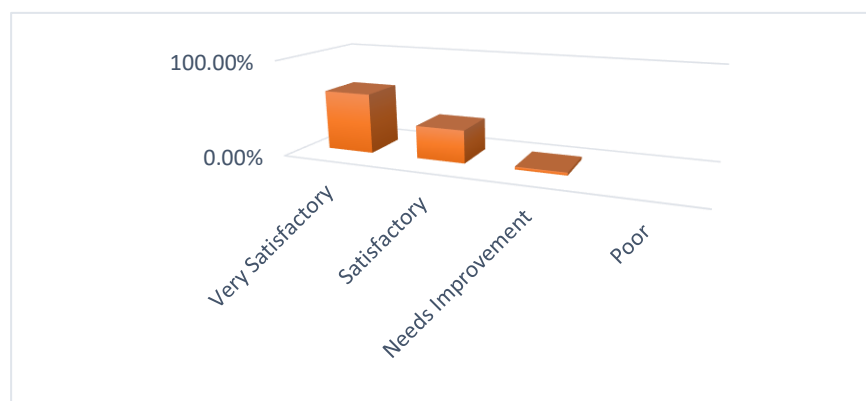


Figure 10. Respondents Distribution on Instructional Materials in terms on Total Development of the Students' Including their Social, Mental, and Physical Progress.

Figure 10 presents, that the level of effectiveness of the instructional materials in terms of **“Total Development of the Students' Including their Social, Mental, and Physical Progress.”** got the highest on the remarks of Very Satisfactory with 62.90% verbally interpreted as “Highly Effective”; followed by Satisfactory by 34.30% verbally interpreted as “Effective” and 5.70% Less Effective.

Legend:

Remarks	Verbal Interpretation
Very Satisfactory	Highly Effective
Satisfactory	Effective

Needs Improvement	Less Effective
Poor	Not Effective

CONCLUSIONS AND RECOMMENDATIONS

The researchers concluded that the instructional materials for the College of Business Administration and Accountancy's Business Plan Implementation subject are both widely used and highly important. These materials serve not only as the primary resources for the subject but also as valuable references for future business implementation and extension, training and services. To further improve the instructional materials or book, it is recommended that future research includes a broader range of respondents, such as faculty members from the department and other stakeholders with expertise in Business Plan Implementation. This approach will help gather more comprehensive insights and actionable recommendations.

Additionally, enhancing the instructional materials with interactive activities, real-world case studies, updated business scenarios, and digital resources can greatly benefit students by making the learning process more engaging and relevant. Incorporating feedback mechanisms and continuous assessment tools can also ensure that the materials remain up-to-date and effective for both academic and extension training and service purposes. By implementing these enhancements, the instructional materials can better support student learning and serve as a robust reference for future business initiatives and extension programs.

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