

Development, Validation, And Acceptability Of Instructional Modules For Franchising & Branding For Entrepreneurs

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Abstract

The present study aimed to assess the development, validation, and acceptability of instructional materials focused on franchising and branding for entrepreneurs. The researchers employed a descriptive research design, incorporating pre-test and post-test assessments and ADDIE Model. The study targeted third-year BS Entrepreneurship students for the Academic Year 2021-2022, who completed a ten-item multiple-choice questionnaire. This study evaluated the acceptability of the developed instructional materials for Franchising and Branding in Entrepreneurship among four sections of BS Entrepreneurship students. Results revealed that the instructional modules were rated as Perfectly Acceptable across all indicators, with content obtaining the highest mean score, highlighting their comprehensiveness, relevance, and alignment with course objectives. Although clarity received the lowest mean score, it was still deemed Perfectly Acceptable, suggesting that the materials were generally easy to understand from improved presentation. Analysis of Variance (ANOVA) further showed no significant differences in the acceptability ratings among the four sections, indicating consistency in students' perceptions and affirming the uniform quality, accessibility, and adaptability of the modules. Based on these findings, recommendations include sustaining content strengths, enhancing clarity, expanding the use of the modules across campuses, integrating more practical applications, and conducting periodic evaluations to ensure continued relevance and responsiveness to industry needs.

Keywords: Franchising; Branding; Entrepreneurship; Instructional Materials; Acceptability

Introduction

Teachers were considered as researchers and scholars of their own classrooms. Classroom life is full of habits and routines that often passed unnoticed. They often remain invisible until they are viewed from different angles or landscapes. Most children come to school ready and willing to learn.

^[1] Economics as a portion of the social sciences selected for instructional purposes applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the students. Therefore, the importance of instructional materials cannot be underestimated in developing students' skills in English as a second language. ^[2] Since instructional materials are the devices developed to assist teachers in transmitting, organized knowledge and attitudes toward learners within an instructional situation. Instructional materials are essential and significant tools needed for teaching and learning in order to promote teacher's efficiency and improve students' performance.

Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, ^[3] states that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improve student's performance.

Developing instructional materials can prove to be a difficult task for teachers and tend to offer advice to their students about judging and justifying instructional materials they have prepared. After a student decides what components of an instructional package they want to use, they then prepare to format the material. The choice of the format depends on the purpose of instruction, the performance objectives, who will use the instructional materials and why.

^[4] Instructional materials as those materials that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The lists of instructional materials are inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. ^[5] Listed instructional materials to include newspaper, magazines, audio visuals, textbooks, chalkboard, laboratory equipment, posters, bulletins, journal, radio, television, audiocassettes, tapes, film scripts slide, and computer.

Instructional materials were brought into play along the line to enhance educational achievement whenever they are properly used. Nevertheless, it has been realized that there is a need for a coordinated source of information for teachers on the preparation and utilization of instructional materials. This will help to reduce most of the problems in the teaching and learning process.

The researcher's aim is to develop, validate and determine the acceptability of the instructional materials in Franchising and Branding for the four sections of the BS- Entrepreneurship students for AY 2021-2022.

Methodology

This study adopted the descriptive type of research. The target population of this research was 3rd year BS Entrepreneurship students for AY 2021-2022. Only four (4) sections were involved in pretest and posttest procedures. The Pretest and Posttest consist of ten (10) item multiple-choice questions. After five months of instruction, the scores were encoded, tabulated and analyzed. The ADDIE model was used in this study for the development of the course guide and instructional materials for Franchising and Branding began with the Analysis phase, which identified learning needs and instructional goals through needs, job, and task analysis. The Design phase then outlined strategies to meet these goals by defining the target learners, setting objectives, and selecting appropriate delivery systems. In the Development phase, instructional content and computer-based learning materials were produced. The Implementation phase ensured effective delivery using Google Classroom as the Learning Management System, enabling students to achieve comprehension and mastery of objectives. Finally, the Evaluation phase assessed both the effectiveness and efficiency of the instructional design, leading to its review and approval at the college level for official dissemination. The instruments used for this research was mean to determine the acceptability and t-test to determine the significant difference on the level of performance of the four sections.

Results and Discussion

The results and discussions were stated below.

1. Development of Course Guide and Instructional Materials for Franchising and Branding for Entrepreneurship.

The researchers were asked to implement the Franchising and Branding for Entrepreneurship instructional materials for BS Entrepreneurship students who were enrolled for the subject for AY 2021-2022.

Instructional Materials for Franchising and Branding for Entrepreneurship

Module 1. Fundamentals of Franchising and its Importance

Lesson 1. Introduction, Definition and Understanding Franchising

- 1.1. Introduction
- 1.2. Definition of Franchising
- 1.3. Understanding Franchising

Lesson 2. Types of Franchising

- 2.1. What is a Business Format Franchise
- 2.2. What is a Product Distribution Franchise
- 2.3. What is a Management Franchise?

Lesson 3. Franchise Models

- 3.1 Four Categories of Franchise Model
- 3.2 Summary of Franchise Models

Lesson 4. Advantages and Disadvantages of Franchisor and Franchisee

- 4.1. Advantages of Franchising for the Franchisee
- 4.2. Disadvantages of Franchising for the Franchisee
- 4.3. Advantages of Franchising for the Franchisor
- 4.4. Disadvantages of Franchising for the Franchisor

Lesson 5. Key Criteria for Evaluating a Potential Franchise Opportunity

- 5.1. Eight (8) factors to consider when choosing a franchise opportunity

Module 2: Branding

Lesson 6. Introduction and Definition of Branding

- 6.1. Introduction
- 6.2. Definition

Lesson 7. The Ultimate Guide to Branding in 2022(Raza, 2021)

- 7.1 History of brands and the evolution of branding

7.2. Branding terms to know

7.3. How to Create a Brand

Lesson 8: Branding tips for small business

8.1. Nine (9) Key Branding Tips for Small Business

Lesson 9: The Brand Elements, Strategies and Development

9.1. Brand Elements

9.2. Strategies of Branding

9.3. Brand Development

9.4. Impact of Branding Management on the Business Performance

Lesson 10. Important Role of Social Media in Brand Building

10.1. Reasons to Choose Social Media

10.2. Facts about Social Media

10.3. Social Tips for Branding

10.4. Useful Tools for Social Media Branding

2. Acceptability of Instructional materials for Franchising and Branding for Entrepreneurship of the four Bachelor of Science in Entrepreneurship sections.

Table 1. Level of Acceptability of the Instructional Modules.

Criterion	Section	N	M	Remarks
Content	BSE 4A	39	4.85	Perfectly Acceptable
	BSE 4B	26	4.88	Perfectly Acceptable
	BSE 4C	33	4.73	Perfectly Acceptable
	BSE 4D	31	4.90	Perfectly Acceptable
Sequencing	BSE 4A	39	4.59	Perfectly Acceptable
	BSE 4B	26	4.77	Perfectly Acceptable
	BSE 4C	33	4.70	Perfectly Acceptable
	BSE 4D	31	4.81	Perfectly Acceptable
Knowledge	BSE 4A	39	4.77	Perfectly Acceptable
	BSE 4B	26	4.88	Perfectly Acceptable
	BSE 4C	33	4.70	Perfectly Acceptable
	BSE 4D	31	4.90	Perfectly Acceptable
Clarity	BSE 4A	39	4.69	Perfectly Acceptable
	BSE 4B	26	4.69	Perfectly Acceptable
	BSE 4C	33	4.73	Perfectly Acceptable
	BSE 4D	31	4.71	Perfectly Acceptable

Note. V.I.=Verbal interpretation. The mean is interpreted as follows: 4.21–5.00=Perfectly Acceptable, 3.41–4.20=Slightly Acceptable, 2.61–3.40=, 1.81–2.60=, 1.00–1.80=

Table 1 above manifest the respondents' level of Acceptability of Instructional Materials for Franchising and Branding for Entrepreneurship of the four BSE sections with the following indicators.

Based on the results presented in table, it can be interpreted that the respondents rated the level of acceptability of instructional materials for methods of research for entrepreneurship among the respondents is Perfectly Acceptable in terms of content which obtained highest mean score of 4.84 ($SD=0.39$). On the other hand, the lowest mean score of 4.70 ($SD=0.52$) yet interpreted also as Perfectly Acceptable, which is clarity. Overall, the respondents obtained the total mean of 4.75 indicating that the level of Acceptability of Instructional Materials for Franchising and Branding for Entrepreneurship of the four BSE sections among the respondents is Perfectly Acceptable.

The level of acceptability of instructional materials refers to the extent to which learners perceive educational content, activities, and resources as appropriate, clear, relevant, and useful for achieving learning objectives.^[6] Acceptability was a key measure in instructional design that evaluates both the quality and suitability of learning materials from the

learners' perspective, ensuring that content meets academic standards and effectively supports comprehension and skill acquisition. 712

3. Significant Difference on the Level of Performance of the Four Sections in Methods of Research using Computer Assisted instruction

Table 2 shows the summary of results in difference on the level of performance of the four sections in Franchising and Branding for Entrepreneurship. As to its result from the study, Analyses of Variance did not detect, at .05 level of significance, any statistically significant differences in the acceptability of the instructional modules among the four B.S. Entrepreneurship sections (all p values less than 0.05) in all criteria. This means that regardless of the section, students had relatively similar perceptions and evaluations of the instructional modules. The consistency in responses suggests that the modules were designed and delivered in a way that ensured uniform effectiveness, accessibility, and clarity for all learners. Furthermore, the absence of significant variation indicates that the instructional materials maintained their quality and relevance across different sections, supporting their reliability and adaptability for broader classroom use.

Table 2. Significant Difference on the Level of Performance of the Four Sections.

Criterion	Section	N	M	SD	F	p
Content	BSE 4A	39	4.85	0.37	0.99	.404
	BSE 4B	26	4.88	0.33		
	BSE 4C	33	4.73	0.52		
	BSE 4D	31	4.90	0.30		
Sequencing	BSE 4A	39	4.59	0.59	1.20	.316
	BSE 4B	26	4.77	0.43		
	BSE 4C	33	4.70	0.47		
	BSE 4D	31	4.81	0.40		
Knowledge	BSE 4A	39	4.77	0.48	1.66	.184
	BSE 4B	26	4.88	0.33		
	BSE 4C	33	4.70	0.47		
	BSE 4D	31	4.90	0.40		
Clarity	BSE 4A	39	4.69	0.57	0.04	.990
	BSE 4B	26	4.69	0.47		
	BSE 4C	33	4.73	0.45		
	BSE 4D	31	4.71	0.64		

Note. Welch's ANOVA was used. No violation to normality assumption was detected.

Leann and Daus (2020) said that both computer-assisted training and traditional techniques were effective in teaching to secondary school pupils, as seen by the higher posttest than pretest results. As a result, the CAI tool would continue to be a valuable additional learning resource and an alternate teaching approach.

Conclusions and Recommendations

Based on the results of the study, it can be concluded that the instructional materials for Franchising and Branding in Entrepreneurship were rated as Perfectly Acceptable across all indicators by the four BSE sections. Content emerged as the strongest aspect, showing that the modules were comprehensive, relevant, and aligned with course objectives. Although clarity obtained the lowest mean score, it was still considered Perfectly Acceptable, reflecting that the instructional materials were generally easy to understand but could benefit from minor improvements in presentation.

Moreover, the Analysis of Variance (ANOVA) results revealed no statistically significant differences in the acceptability ratings among the four sections. This suggests that students, regardless of section, perceived the modules

consistently, underscoring the uniform quality, accessibility, and adaptability of the instructional materials. The findings affirm that the developed modules are effective, reliable, and suitable for use across different groups of learners. 713

The following recommendations were made based on the findings of the study. Sustain the strengths of the materials, particularly the comprehensiveness of content, while ensuring that future updates remain aligned with current

entrepreneurial practices and trends in franchising and branding. Enhance clarity and presentation by refining layouts, adding more visual aids, and simplifying complex topics to further improve ease of comprehension. Expand the use of the instructional materials across other campuses and entrepreneurship programs, given their demonstrated reliability and adaptability. Integrate more practical applications such as case studies, simulations, and real-world franchising and branding examples to strengthen students' experiential learning. Conduct periodic evaluations to continually assess the effectiveness of the materials and ensure they remain responsive to industry needs and student learning outcomes.

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