

PROPOSED INSTRUCTIONAL MODULE IN GRADE 10 ARLING PANLIPUNAN

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Abstract. This study aimed to develop and evaluate one instructional module in Araling Panlipunan for use by Grade 10 learners at Urbiztondo Integrated School for the school year 2018-2019. Based on the result, teachers in Araling Panlipunan can develop instructional module for classroom use. The Araling Panlipunan teachers, department heads, and education supervisor considered highly acceptable the proposed instructional module based on a set of criteria: objective, contents, development of skills, procedure and methodology, and variety. It can also be assumed that the Proposed Instructional Module in Grade 10 Araling Panlipunan can be an effective resource to improve student's performance based on the level of acceptability of the said module. It can also be assumed that if the learners of this generation were exposed to the so called "Millennialized" activities and lessons, it improves their learning performance as it arouses their interest.

Keywords. Instructional module, grade 10, Araling Panlipunan, level of acceptability

1 Introduction

Instructional media has been one of the great reinforcement of teachers in teaching. It has come a long way and brought many changes in education as it provides new and meaningful activities that can motivate and enhance the learner's academic performance. This study will focus on the utilization of instructional module in the teaching of Grade 10 Araling Panlipunan.

While we could lament the limited resources poured in by the government for the larger segment of educational sector that is public, the problem of quality is mirrored by a number of indicators like the imprecision and glaring mistakes in instructional materials and textbooks, among others (DepEd Secretary Bro. Armin While we could lament the limited resources poured in by the government for the larger segment of educational sector that is public, the problem of quality is mirrored by a number of indicators like the imprecision and glaring mistakes in instructional materials and textbooks, among others (DepEd Secretary Bro. Armin A. Luistro, FSC, Colinares Nilo., 2010. 21st Century Trends, Issues and Challenges in the Philippine Education).

As what Secretary Luistro said, it is true that education today is facing great challenges. One such challenge lies in the area of instruction and the use of instructional materials. One problem that teachers encounter now in terms of instructional materials is the lack of or insufficiency of textbooks.

In the Philippines, the number of Araling Panlipunan 10 books written by local authors is very few and this has prompted many secondary school educators to use books released as international editions and authored by foreign professors. Most secondary school students, especially those enrolled in public schools cannot afford the soaring prices of textbooks. The lack of textbooks of students in public schools is one of the many problems faced by teachers in delivering quality and effective education and in managing the teaching-learning process.

However, instructional materials that must be used by the teacher in any particular field of discipline should always be consistent with the objectives of the specific program and should follow sequence of topics as reflected in the curriculum guide. Because of this, instructional materials are always modified from time to time

to give immediate response to the problems encountered by the students. In addition, changes in the curricula that happen every now and then require that teachers should be flexible and must employ strategic innovations to develop their own set of instructional materials to respond with these changes.

It is with these premises that the researcher has prompt to face the challenge of producing an instructional material in Araling Panlipunan with the hope that it will serve as an effective learning resource to enhance the teaching learning process. Would this be realized; both the students and the teachers will benefit from the use of instructional material developed in this study.

2 Review of Related Literature

All the related studies reviewed by the researcher were considered relevant to the present study. The local studies and this study have one common purpose which is to determine the effectiveness of developed supplementary instructional materials in teaching. That is, all of them were designed to supplement the available instructional resources in their respective subject areas.

The studies conducted by Soriano (2013), Maniego(2012), Suratos(2013), Ferrer(2013), Fajardo (2012), Nardo and Hufana (2014), and Pasoquen (2015) were all focused on the development of modules for use in their respective subject areas to enhance learner's performance. Likewise, the present study, the researcher wants to find out the effectiveness of using modular instruction in teaching Araling Panlipunan the Kto12 curriculum prescribed by the Department of Education mandate.

3 Research Methodology

3.1 Research Design

This study made use of descriptive - developmental method of research. Because it provides an accurate description of the performance of the Grade 10 - D learners in Araling Panlipunan 10. It is developmental because the researcher developed and validated one (1) instructional module for use in Grade 10 Araling Panlipunan

3.2 Population and Sample Size

The subjects of the study for the pretest are students of the researcher in Grade 10 Araling Panlipunan at Urbizondo Integrated School during the school year 2018-2019. They are the Grade 10 section D with 39 students.

3.3 Statistical Treatment of Data

To answer sub-problem 1, the mean score was used to determine the performance level of the Grade 10 learners in Araling Panlipunan as will be revealed by the p re-test results. The level of acceptability of the proposed instructional module as evaluated by the Araling Panlipunan teachers, Department Heads, and Educational Program Supervisor in Araling Panlipunan was determined by using average weighted mean

4 Presentation, Analysis and Interpretation of Data

4.1 The Level of Performance of the Grade 10-D in the Pre-test

Table 2 shows the data on the pre-test result of the Grade 10-D learners. It could be gleaned from the table that the Grade 10-D learners obtained a mean of 15.38. Results on the Pre-test imply that the Grade 10-D has a poor knowledge and level of performance in Grade 10 Araling Panlipunan based on the computed means and standard deviations.

Table 1. Pre-test Result of the Grade 10 - D

	Mean Percentage Score	Descriptive Equivalent
Grade 10 - D	15.38	Poor

4.2 Level of Acceptability of Proposed Instructional Module in Grade 10 Araling Panlipunan

Results reveal the data describing the level of acceptability of the proposed instructional module as evaluated by the Araling Panlipunan teachers. It could be observed that the respondents evaluated the module as follows: Objectives rated with an average weighted mean of with 4.64, Contents with 4.58, Development of skills with 4.58, Procedure and Methodology with 4.56. These correspond to a descriptive equivalent of “highly acceptable” while Variety with 4.42 corresponds to a descriptive equivalent of “acceptable”. The Over-All Average Weighted Mean rating is 4.56 which corresponds to a descriptive equivalent of “highly acceptable”.

It could be stated then that the Araling Panlipunan teachers of Urbiztondo Integrated School, Dalanguiring Integrated School, Galarin National High School, and Real National High School find the proposed instructional module appropriate for use as instructional material in Grade 10 Araling Panlipunan as they evaluated the level of material as “highly acceptable”.

From the result of the survey, it could be said that the respondents evaluated the module as follows: Objectives with 4.5, Contents with 4.7, Development of skills with 4.8, Procedure and Methodology with 5.0 and Variety with 4.5. All these ratings correspond to a descriptive equivalent of “highly acceptable”. It reveals then that the instructional module as evaluated by the Department heads is “highly acceptable” as supported by the Over-All Average Weighted Mean rating of 4.67.

The results show that the department heads in the district of Urbiztondo and Mangatarem find the proposed instructional module appropriate for use as instructional material in Grade 10 Araling Panlipunan. This is evidenced by the “highly acceptable” level of the material as evaluated by department heads.

It can be gleaned from Table 3D that the combined overall average weighted mean of the ratings given by the three groups of evaluators is 4.55. Based on this result, it can be deduced that the instructional module is highly acceptable in terms of its objectives, contents, development of skills, procedure and methodology, and variety. Since the evaluators rated the instructional module as highly acceptable, it implies that the developed module is a useful material in teaching Grade 10 Araling Panlipunan students.

Table 2. Summary of Level Acceptability of the Proposed Instructional Module as Evaluated by the Teachers, Department Heads, and Education Program Supervisor

Evaluators	Average Weighted Mean	Descriptive Equivalent
Araling Panlipunan Teachers	4.56	Highly Acceptable
Department Heads	4.76	Highly Acceptable
Education Program Supervisor	4.32	Acceptable
Over-all Average Weighted Mean	4.55	Highly Acceptable

5 Conclusion and Recommendation

Teachers in Araling Panlipunan can develop instructional module for classroom use. The Araling Panlipunan teachers, department heads, and education supervisor considered highly acceptable the proposed instructional module based on a set of criteria: objective, contents, development of skills, procedure and methodology, and variety. It can also be assumed that the Proposed Instructional Module in Grade 10 Araling Panlipunan can be an effective resource to improve student's performance based on the level of acceptability of the said module. Based on my observation, it can also be assumed that if the learners of this generation were exposed to the so called "Millennialized" activities and lessons, it improves their learning performance as it arouses their interest.

School administrators should allocate funds to provide financial support as well as facilities for teachers who will develop instructional materials like instructional module in the different learning areas. Secondary school teachers should be encouraged to develop instructional modules in other learning areas to suit the level of understanding of the target users. Teachers can use the instructional module to improve the level of performance of their students. Teachers who will develop instructional modules should teach the subject in an interesting, relevant, practical and with real life situations applications. Teachers should undergo trainings in module preparation to ensure that instructional materials contain relevant activities for students

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