

ACCEPTABILITY OF TEACHER-MADE MODULE IN INTRODUCTION TO PHILOSOPHY OF THE HUMAN PERSON FOR LSPU GRADE 12 SENIOR HIGH SCHOOL STUDENTS

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Abstract

The study primarily aimed to develop a learning module on the Introduction to the Philosophy of Human Person for Grade 12 Senior High School students. The researchers utilized the developmental research to create the learning module, as well as the descriptive technique to determine the module's level of acceptability in terms of its components and characteristics. There are two sets of respondents: (1) Senior High School teachers who have designed or formulated modules in their respective fields evaluated the acceptability of the developed module's components and characteristics; and (2) Grade 12 Senior High School Students, who evaluated the acceptability of the module's component after having utilized the module in their class. A total of six (6) teacher-respondents and forty-three (43) Grade 12 Senior High School students have answered the survey. Purposive and quota sampling was employed in selecting the respondents. Results show that the developed module is deemed highly acceptable as evaluated by the teacher-respondents and the students wherein all factors its components and characteristics were given remarkable ratings. This also indicates that the learning module can be used in teaching Introduction to Philosophy of Human Life to Grade 12 Senior High School Students. Further recommendations were also cited such as validating its effectivity through actual classroom use. Furthermore, teachers should be encouraged to provide instructional resources in the form of modules, particularly in subjects/topics where the majority of students struggle.

Keywords: Teacher-Made Module; Philosophy of the Human Person; Learning Modalities; Modular Learning

1. INTRODUCTION

Learning is regarded as one of the most important aspects and characteristics that contribute to a country's progress, affecting future generations positively and extensively while relying on current and advanced scientific foundations. The level of educators' understanding of teaching methods, means, and theories, as well as their awareness of modern teaching orientations, is used to gauge learner's growth.

Delivery of education in the country has greatly changed because of the coronavirus disease 2019 (COVID-19) pandemic (Montemayor, 2020). The Philippine school system, in particular, adjusts to adhere to the COVID-19 Inter-agency Task Force's restrictions on the virus's propagation in order to preserve lives. This situation prompted school administration to take action and fix the current urgent issue so that they could continue to provide high-quality education to its stakeholders without jeopardizing their safety. Due to the closure of public and private schools, educational institutions abruptly left off the traditional face-to-face classes and transition to flexible learning, employing alternative delivery modes of instruction, such as the use of modular and digital platforms.

According to DepEd Order (DO) No. 012, s. 2020, "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in light of the COVID-19 Public Health Emergency," DepEd shall use multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners while protecting the health and safety of both its personnel and its learners. Blended learning, distance learning, and homeschooling are all options.

Furthermore, according to the Department of Education's National Learner Enrolment and Survey Forms (LESFs), 8.8 million students (or 39.6% of all respondents) opted modular distance learning for the following school year. Meanwhile, 3.9 million (17.6%) enrollees prefer blended learning, which is a combination of several learning modalities; 3.8 million (17.1%) prefer online learning; and 1.4 million and 900,000 enrollees prefer TV-based and radio-based learning, respectively.

"The public health emergency brought about by COVID-19 demands for the department of education (DepEd) to be imaginative and resourceful in offering quality, accessible, relevant, and liberating education," according to DepEd Order No. 018, s. 2020. As a result of this emergency, the Department of Education (DepEd) developed the basic education learning continuity plan (BE-LCP) to ensure that learning opportunities are provided to our students in a secure manner and through various modes of delivery.

Modular learning is a type of distance learning that use Self-Learning Modules (SLM) based on the Department of Education's Most Essential Learning Capabilities (MELCS). The modules feature motivation and assessment parts that act as a comprehensive guide to both teachers' and students' desired competencies. Teachers will keep track of their students' progress via home visits following minimum health protocols, and feedback mechanisms, guiding those who require further help.

The use of teacher-made modules for classroom instruction is significant in the light of maintaining the students' motivation in spite of their poor ability in grasping ideas and processes from a highly verbal lecture (Guskey, 2010; Carroll, 1963). The modularized learning could allow the students to evaluate their own progress and utilize their spare time to read the lesson as many times as his ability to master requires.

As Seco-Macarandan (2014) discovered in her study on the development of Araling Panlipunan modules, modules give learners with engaging ways to learn. Likewise, in the study of Ali et al. (2010), they discovered that modular learning has a significant impact on student achievement.

Introduction to the Philosophy of the Human Person is a core subject for senior high school students under the K to 12 Basic Education Curriculum. The subject deals with an initiation to the activity and process of philosophical reflection as a search for a synoptic vision of life. Discussion includes the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, being unto death. At the end of the course, the students are expected to be able to:

1. Reflect on their daily experiences from a holistic point of view;
2. acquire Critical and Analytical Thinking skills;
3. apply their critical and analytical thinking skills to the affairs of daily life;
4. become truthful, environment-friendly and service-oriented;
5. actively committed to the development of a more humane society; and
6. articulate their own philosophy of life.

The Senior High School Department of Laguna State Polytechnic University is under the College of Teacher Education which supports Academic and Technical-Vocational-Livelihood tracks. The Academic track includes three strands: Accountancy, Business and Management Strand (ABM); Humanities and Social Sciences Strand (HUMSS); and Science, Technology, Engineering, and Mathematics Strand (STEM). The Technical-Vocational-Livelihood track, on the other hand, includes: Information and Communications Technology (ICT) Strand and Home Economics Strand.

1.1. Objectives of the Study

Modular instruction is an attempt to individualize learning by allowing a student to achieve mastery of one unit of content before moving on to another. Module, as a self-instructional material, can be used as a supplementary material to help the student improve his/her mastery and as means to help the student catch up with the missed lessons. In this study the researchers sought to determine the Acceptability of the Developed Teacher-Made Module in Introduction to Philosophy of the Human Person for LSPU Grade 12 Senior High School Students.

Primarily, the study sought to answer the following:

1. Determine the mean level of acceptability of the parts of the teacher-made module in terms of its components such as:
 - 1.1. learning objectives;
 - 1.2. content;
 - 1.3. activities;
 - 1.4. assessment;
2. Determine the mean level of validity of the of the teacher-made module in terms of its characteristics as to its:
 - 2.1. adaptability;
 - 2.2. aesthetic value;
 - 2.3. consistency; and
 - 2.4. usability.
3. Determine the overall acceptability of the developed teacher-made module in terms of its overall acceptability as rated by the respondents.

2. METHODOLOGY

2.1. Research Design

The researchers utilized the developmental research to create a teacher-made module in Introduction to Philosophy of the Human Person, as well as the descriptive technique to assess the module's acceptability in

terms of activities, assessment, content, and learning objectives. In addition, the descriptive technique was used to assess the module's overall acceptability in terms of adaptability, aesthetic value, consistency, and usability.

2.2. Respondents of the Study

The study was conducted at Laguna State Polytechnic University (LSPU) Santa Cruz Main Campus Senior High School Department. The researchers identified two sets of respondents: (1) Senior High School teachers who have designed or formulated modules in their respective fields evaluated the acceptability of the developed module's component and characteristics; and (2) Grade 12 Senior High School Students, who also evaluated the acceptability of the module's component after having utilized it in class.

2.3. Research Instrument

A survey questionnaire was developed by the researchers in evaluating the level of acceptability of the teacher-made module in Introduction to the Philosophy of the Human Person in terms of its activities, assessment, content, and objectives, likewise to determine the acceptability of the characteristics of the developed module in terms of its adaptability, aesthetic value, consistency, and usability among the respondents.

The questionnaire is divided into two parts:

1. Questions to assess its validity in terms of activities, assessment, content, and objectives.
2. Questions to assess its level of acceptability in terms of its characteristics in terms of adaptability, aesthetic value, consistency, and usability.

In order to avoid guesswork and to obtain one-hundred percent responses, the questionnaire is provided with a five-point likert-type scale of optional answer with equivalent range and verbal interpretation as follows:

| Scale | Range | Verbal Interpretation |
|-------|-------------|-----------------------|
| 5 | 4.20 – 5.00 | Highly Acceptable |
| 4 | 3.40 – 4.19 | Acceptable |
| 3 | 2.60 – 3.39 | Moderately Acceptable |
| 2 | 1.80 – 2.59 | Slightly Acceptable |
| 1 | 1.00 – 1.79 | Not Acceptable |

2.4. Development of the Teaching Module

For the development of the material, the researcher was guided by the following stages to serve its purpose:

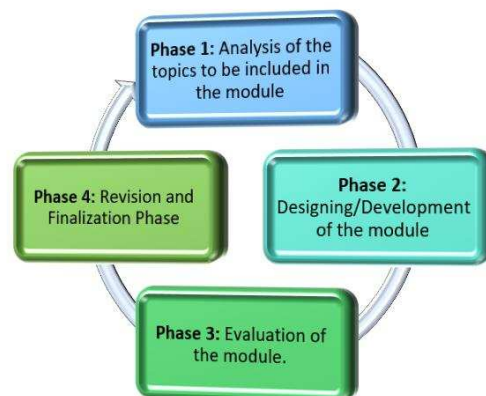


Figure 1. Phases in Development of the Teacher-Made Module in Introduction to Philosophy of the Human Person

The researcher included all adjustments, suggestions, thoughts, and recommendations offered by the teacher-evaluators who are experts in developing modular materials after determining the acceptability of the teaching module.

The developed instructional material is divided into fifteen modules:

- Module 1: The Nature and Functions of Philosophy
- Module 2: Doing Philosophy
- Module 3: Knowledge and Truth
- Module 4: Theories of Truth
- Module 5: Methods of Philosophizing
- Module 6: Fallacies
- Module 7: The Human Body as an Embodied Spirit
- Module 8: Environmental Philosophy and Aesthetics
- Module 9: Sustainable Development
- Module 10: Theories of Radical Ecological Philosophy
- Module 11: Freedom and Responsibility
- Module 12: Intersubjectivity across Differences
- Module 13: Genuine Communication and Intersubjectivity
- Module 14: Social Interaction and Society, Individualism and Collectivism
- Module 15: Death to the Meaning of my Life

2.5. Statistical Treatment

In analyzing the data gathered from the research instruments, the researcher made use of the weighted mean and standard deviation to determine the mean level of the acceptability of the developed Teacher-Made Module in Introduction to Philosophy of the Human Person as evaluated by the respondents.

3. RESULTS AND DISCUSSION

The study was conducted to determine the level of acceptability of the parts of the teacher-made module in terms of its components and characteristics. Data have been gathered, tallied, analyzed, tabulated and then processed in response to the stated objectives of the study.

Table 1 shows the level of assessment of teacher-evaluators of the components of the developed Teacher-Made Module in Introduction to Philosophy of the Human Person.

Table 1. Acceptability of the Learning Module in terms of its Component

| Components | Mean | SD | Verbal Interpretation |
|------------------------|-------------------|-------|-----------------------|
| 1. Learning Objectives | 4.67 | 0.485 | Highly Acceptable |
| 2. Content | 4.63 | 0.490 | Highly Acceptable |
| 3. Learning Activities | 4.73 | 0.450 | Highly Acceptable |
| 4. Assessment | 4.67 | 0.485 | Highly Acceptable |
| Grand Mean | 4.68 | | |
| Verbal Interpretation | Highly Acceptable | | |

Legend:

| Scale | Verbal Interpretation |
|-------------|-----------------------|
| 4.20 – 5.00 | Highly Acceptable |
| 3.40 – 4.19 | Acceptable |
| 2.60 – 3.39 | Moderately Acceptable |
| 1.80 – 2.59 | Slightly Acceptable |
| 1.00 – 1.79 | Not Acceptable |

It affirms that the most significant among the components of the developed module was the learning activities with (WM=4.73) placing it on the first rank. This supports the concept of active learning encompasses a wide variety of learning activities in which students engage with the course content (UC Davis, n.d.). The goal of active learning is to increase that level of involvement. Chickering and Gamson (1991) also point out that students "must discuss what they are learning, write about it, relate it to previous experiences, and apply it to their daily life. They must incorporate what they have learned into their daily lives."

This followed by the learning objectives and assessment with (WM=4.67) which depicts the importance of the learning objectives and assessment. Learning objectives are deemed necessary in every learning activity. Hence, instructional materials such as learning modules should always contain objectives. Learning objectives should not merely be a list of topics to be covered in a course, thus they should also demonstrate the skills and knowledge that students will gain (Zhou, 2017). Good learning objectives benefit both students and instructors.

Furthermore, learning outcomes explain what a student should know, understand, or be able to perform as a result of finishing their entire course, a specific level of their course, or a single module. This can be determined through the assessment process. Assessment criteria are used to compare students' levels of achievement to the learning outcomes which means that students are graded on the basis of their performance against a set of pre-determined criteria.

The item that ranked last is content with (WM=4.63) but still received a high level of acceptability. This can be demonstrated by the researcher incorporating key points from the module's discussion on the chosen themes.

Assessing the developed module in terms of its component received an overall rating of (WM=4.68) with a verbal interpretation of "Highly Acceptable."

Table 2 shows the level of the components of the developed Teacher-Made Module in Introduction to Philosophy of the Human Person as evaluated by the students.

Table 2. Acceptability of the Learning Module in terms of its Component

| Components | Mean | SD | Verbal Interpretation |
|------------------------|-------------------|-------|-----------------------|
| 1. Learning Objectives | 4.27 | 0.770 | Highly Acceptable |
| 2. Content | 4.30 | 0.734 | Highly Acceptable |
| 3. Learning Activities | 4.37 | 0.718 | Highly Acceptable |
| 4. Assessment | 4.40 | 0.723 | Highly Acceptable |
| Grand Mean | 4.34 | | |
| Verbal Interpretation | Highly Acceptable | | |

Legend:

| Scale | Verbal Interpretation |
|-------------|-----------------------|
| 4.20 – 5.00 | Highly Acceptable |
| 3.40 – 4.19 | Acceptable |
| 2.60 – 3.39 | Moderately Acceptable |
| 1.80 – 2.59 | Slightly Acceptable |
| 1.00 – 1.79 | Not Acceptable |

Table 2 shows that among the components of the developed module, the item that ranked first as evaluated by the students is assessment with (WM=4.40), as assessment provides important data on the breadth and depth of student learning. Among the four components of the developed module, the learning objectives received the lowest mean score with (WM=4.27). This could be due to the learners' confusing understanding

of certain phrases used in specific objectives. Clear, simple, and detailed statements summarizing a student's behaviors provide good learning objectives. Per activity, only a few short bullet points should be required.

Its overall assessment in terms of its components received an overall rating of (WM=4.34) with a verbal interpretation of "Highly Acceptable."

Table 3 shows the level of assessment of teacher-evaluators of the characteristics of the developed Teacher-Made Module in Introduction to Philosophy of the Human Person.

Table 3. Acceptability of the Learning Module in terms of its Characteristics

| Characteristics | Mean | SD | Verbal Interpretation |
|-----------------------|------|-------------------|-----------------------|
| 1. Adaptability | 4.63 | 0.495 | Highly Acceptable |
| 2. Aesthetic Value | 4.72 | 0.575 | Highly Acceptable |
| 3. Consistency | 4.79 | 0.415 | Highly Acceptable |
| 4. Usability | 4.67 | 0.485 | Highly Acceptable |
| Grand Mean | | 4.67 | |
| Verbal Interpretation | | Highly Acceptable | |

Legend:

Scale

4.20 – 5.00

3.40 – 4.19

2.60 – 3.39

1.80 – 2.59

1.00 – 1.79

Verbal Interpretation

Highly Acceptable

Acceptable

Moderately Acceptable

Slightly Acceptable

Not Acceptable

Table 3 shows that among the characteristics of the developed module, the item that ranked first is consistency with (WM=4.79), as the respondents noticed that the module is appropriate to help students in understanding the subject. Salcedo (2016), he depicted that the design of the module is very important in attracting the reader's attention and in presenting an organized sequence of the content, the researcher developed the DRRRAFT (Discuss, Reflect, React! Research! Assess! Fortify! Transform!) as the structure of the module.

The module's aesthetic value also received a high level of acceptability with (WM=4.72). This could be attributed to the format provided by the Curriculum and Instruction Development unit which is simple and easy to understand. This supports the notion that educational materials should be appealing, inviting, and enjoyable to look at and read.

Another important characteristic of the developed module is its usability which also received a high level of acceptability with (WM=4.67). Usability is defined as the ability of the user to "do what he or she wants to do, the way he or she expects to be able to do it, without hindrance, hesitation, or questions" (Rubin, Chisnell & Spool, 2008). According to Goode (2003), usability is important in learning modules because from the user's perspective, it can make the difference between performing a task accurately and completely or not, and enjoying the process or being frustrated. From the developer's perspective, it can make the difference between a produced success and failure of the developed module. It can also be related to other factors such as findability, accessibility, and readability, all of which are crucial in ensuring a great student experience (Rubin, Chisnell & Spool, 2008).

The item that ranked last is adaptability with (WM=4.63), but still received a high level of acceptability. This can be attributed to the following areas of concerns particularly adaptability to the size of the learning group, compatibility with the teacher's and students' diverse abilities, and adaptation to the teacher's and students' experience and interests (Salcedo, 2016).

The overall assessment of the developed module in terms of its characteristics received an overall rating of (WM=4.67) with a verbal interpretation of “Highly Acceptable.”

4. CONCLUSION AND RECOMMENDATION

From the data collected and interpreted, it was found out that the developed Teacher-Made Module in Introduction to Philosophy of the Human Person is rated as “Highly Acceptable” in terms of its components and characteristics as evaluated by the respondents. It can be concluded that it can be utilized in teaching the subject. Furthermore, it is suggested that the teaching module be validated through actual classroom use, and that it be converted into a learning module geared largely toward students. Teachers should be encouraged to provide teaching materials in the form of modules, especially in subjects/topics where the majority of students struggle. It is also advised that more research be done on building instructional materials utilizing the modular method in other subjects in the Senior High School department.

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