

INSTRUCTIONAL MODULE IN FSM 7- BARTENDING and BAR MANAGEMENT

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ABSTRACT

This study focused on the development of Instructional module in FSM 7- Bartending and Bar Management. It sought to answer the following questions: 1). What is the extent of appropriateness of the developed Module in terms of its components such as objectives, activities, contents, and assessment? 2) What is the level of acceptability of the module in terms of adaptability, aesthetic value, and usability? 3) Do the components of the module in FSM 7 significantly related to the level of its acceptability? The descriptive method of research was employed in order to gather the data needed in this study. The Food Service and Management major of the Bachelor of Technology and Vocational Teacher Education, third year (3rd year) students and Technology teachers in the College of Teacher Education in Laguna State Polytechnic University, Sta. Cruz Campus served as the respondents of this research endeavor.

After having presented and analyzing the data, these finding were drawn: The extent of appropriateness of the components of Instructional module in FSM 7 Bartending and Bar Management with regards to objectives, activities, contents, and assessments are very high. On the other hand, the level of acceptability in terms of adaptability, aesthetic value, and usability are also very high. Moreover, all the components of the Instructional module in FSM 7 are significantly related to the level of its acceptability, this means that the components are suited to the needed knowledge, skills and competencies of the curriculum.

Keywords:

Instructional module, objectives, activities, content, assessment, adaptability, aesthetic value, usefulness

INTRODUCTION

The corona virus pandemic has changed the educational system not only in the Philippines but the globe as a whole. It has changed the human behavior, relationship to others and lifestyle that includes the teaching-learning modality both for basic and higher education, The unexpected shift in education led to the innovation and implementation of alternative learning strategies as an urgent response to deliver and ensure quality education this includes the online or offline teaching. No matter what modality will be used it is still a challenge among teachers how to make teaching-learning effective on this situation. One of the ways to help student easily understand their lesson is the use of modules in their subjects.

The instructional module includes different kinds of learning tasks that provide ways for students to involve with each other in discussion and with the information and concepts. Learning tasks and exercises are designed based on various learning theories such as self-directed learning, cooperative learning, and active learning to ensures that students prepared and grasped the subject content. Student learning is enhanced when students are required to convey ideas and get feedback on time. Well-designed activities grant students the opportunity to reflect on the critiques they receive, drive adjustments, and

exert more effort to try again. It is more likely to improve the learning experience, develop critical thinking, and most importantly to achieve a positive impact on student performance (Mariano, 2013).

Module is an instructional material that is simple, clear, independent and self-directed unit of instructions. It usually contains the general features: a general idea stating what is to be studied, specific skills to be achieved, a multi-varied approach to practice and learn different skills, enrichment activities and a series of test. Learning module is an instrument used to support learners through the sequence of subject content in an organized manner. Module is a self-contained and self-sufficient unit of instruction for the learner to achieve a set of objectives. These are the reasons why the researcher come up the idea of writing the module in Bartending and Bar Management.

Bartending and Bar Management is one of the major subjects of Bachelor of Technical and Vocational Teacher Education, the subject is all about the art of mixing different drinks, spirits, beverage services, and friendly customer relations. It provides great knowledge and skill regarding bar management and prepares bartender to make miracle drinks both for alcoholic and non-alcoholic. It is also an interesting subject among students because of the showmanship added when mixing drinks.

In this study the researcher attempted to find out the if the developed module in FSM 7- Bartending and Bar Management is acceptable not only to the students but to the Technology teachers in the College of education.

This also sought to determine the level of acceptability of the Developed Module in FSM 7- Bartending and Bar Management. Specifically, it answered to:

1. What is the extent of appropriateness of the components of the developed module in FSM- 7 in terms of:
 - a. objectives;
 - b. activity;
 - c. teaching content; and
 - d. assessment?
2. What is the level of acceptability of the developed module in FSM -7 in terms of:
 - a. adaptability;
 - b. aesthetic value; and
 - c. usefulness?
3. Do the components of the module in FSM 7 significantly related to the level of its acceptability?

METHODOLOGY

This study employed descriptive method of research. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It is quantitative in nature as it attempts to collect information and statistically analyze it. Descriptive research is a powerful research tool that permits a researcher to collect data and describe the demographics of the same with the help of statistical analysis. It can answer what, where, when and how questions, but not why questions.
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The developed module was evaluated by 30 BTVTEd students and Technology teachers from the College of Teacher Education. Questionnaire was given to them through google forms to easy retrieved the data needed submitted to statistician for interpretation and analysis.

RESULT AND DISCUSSION

Table 1. Extent of Appropriateness of Instructional Module in FSM 7- Bartending and Bar Management in terms of Objectives

The objectives are...	Mean	SD	VI
consistent and relevant to the course goal.	4.93	0.25	Strongly Agree
precisely describe the expected learning outcomes.	4.93	0.25	Strongly Agree
specific and well-define.	4.93	0.25	Strongly Agree
consist of three learning areas which are knowledge, skills, and attitude.	4.93	0.25	Strongly Agree
stated in student-friendly language.	4.87	0.34	Strongly Agree
Overall Mean: SD	4.92: 0.27		
Verbal Interpretation	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	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

As shown in table 1, the respondents strongly agree that the objectives were consistent and relevant to the course goal, precisely describe the expected learning outcomes, specific and well-define and were consist of three learning areas which are knowledge, skills, and attitude which all gained the highest ($M=4.93$, $SD=0.25$). This implied that the objectives of the module would lead to acquisition of the course goal. On the other hand, the respondents also strongly agree that objectives are stated in student-friendly language with the lowest ($M=4.87$, $SD=0.34$). This meant that students were able to comprehend the objectives as well as the content of the module in general.

It also reveals that the extent of appropriateness of the Developed Module in FSM 7- Bartending and Bar Management in terms of objectives was very high supported by the grand ($M=4.92$, $SD=0.27$). This means that the objectives of the module were presented clearly and understood by the students.

Table 2. Extent of Appropriateness of Instructional Module in FSM 7-Bartending and Bar Management in terms of Activities

The activities in the module...	Mean	SD	VI
encourage authentic and collaborative learning experiences.	4.93	0.25	Strongly Agree
strengthen the learning competencies of 21st century learners.	4.80	0.40	Strongly Agree
give the students the opportunities to discover their full potential.	4.93	0.25	Strongly Agree
cater the needs and interests of the students in the set learning competencies.	5.00	0.00	Strongly Agree

develop the student's sense of responsibility for their own learning.	4.93	0.26	Strongly Agree
Overall Mean: SD	4.92: 0.27		
Verbal Interpretation	Very High		

As shown in table 2, the respondents strongly agree that the activities cater the needs and interests of the students in the set learning competencies with the highest ($M=5.00$, $SD=0.00$). This implied that the activities of the module allow students for independent learning. On the other hand, the respondents also strongly agree that activities strengthen the learning competencies of 21st century learners with the lowest ($M=4.80$, $SD=0.40$). This meant that students were able to engage in learning activities that are relevant to real-life situations to acquire enjoyable and meaningful learning experience.

As reflected in table 3, it reveals that the extent of appropriateness of the Developed Module in FSM 7- Bartending and Bar Management in terms of activities was very high supported by the grand ($M=4.92$, $SD=0.27$). This means that the activities of the module were applicable to engage students in a collaborative learning.

Table 3. Extent of Appropriateness of Instructional Module in FSM &-7-Bartending and BarManagement in terms of Teaching Content

The contents are....	Mean	SD	VI
designed to intensify the knowledge and entrepreneurial skills of the students.	4.93	0.25	Strongly Agree
relevant to the student's level of understanding.	4.87	0.34	Strongly Agree
lead to incorporate local information and materials from the student's local condition.	5.00	0.25	Strongly Agree
suitable to achieve the essential learning competencies in bartending.	4.87	0.50	Strongly Agree
intended to emphasize the richness and diversity of the student's interest.	5.00	0.26	Strongly Agree
Overall Mean: SD	4.93: 0.30		
Verbal Interpretation	Very High		

As reflected in the table 3, the respondents strongly agree that the contents were led to incorporate local information and materials from the student's local condition and intended to emphasize the richness and diversity of the student's interest with the highest ($M=5.00$, $SD=0.00$). This implied that the content of the module would ensure the success of students in achieving the essential learning competencies. On the other hand, the respondents also strongly agree that contents are relevant to the student's level of understanding and suitable to achieve the essential learning competencies in Bartending and Bar Management with the lowest ($M=4.87$, $SD=0.50$). This meant that students were able to appreciate the content of the instructional module based on their own degree of understanding.

Table 3 reveals that the extent of appropriateness of the Developed Module in FSM 7- Bartending and Bar Management in terms of content was very high supported by the grand ($M=4.93$, $SD=0.30$). This means that the content of the module was relevant to the needs of the students that provide meaningful learning opportunities.

Table 4. Extent of Appropriateness of Instructional Module in FSM 7- Bartending and Bar Management in terms of Assessment

The assessment in the module...	Mean	SD	VI
provides a clear and specific instruction.	5.00	0.00	Strongly Agree
are applicable to achieve the learning objectives in the offered course.	4.93	0.25	Strongly Agree
value the importance of individual difference among students.	4.80	0.54	Strongly Agree
engage students with different learning styles.	4.87	0.50	Strongly Agree
are evident, accurate, and consistent in evaluating student performance.	4.93	0.25	Strongly Agree
Overall Mean: SD	4.91: 0.37		
Verbal Interpretation	Very High		

As seen in Table 4, the respondents strongly agree that the assessment provides a clear and specific instruction with the highest ($M=5.00$, $SD=0.00$). This implied that the assessment of the module cater the needs and interest of diverse learners. On the other hand, the respondents also strongly agree that assessment value the importance of individual difference among students with the lowest ($M=4.80$, $SD=0.54$). This meant that students were able to recognize thoroughly the process in accomplishing their performance assessment.

Table 4 reveals that the extent of appropriateness of the Developed Module in FSM 7-Bartending and Bar Management in terms of assessment was very high supported by the grand ($M=4.91$, $SD=0.37$). This means that the assessments of the module were appropriate in determining the progress of students' performance and interest within the subject matter.

Table 5. Level of Acceptability of Instructional Module in FSM 7-Bartending and Bar Management in terms of in terms of Adaptability

The module...	Mean	SD	VI
is versatile that can be modified across the curriculum.	4.87	0.44	Strongly Agree
provides a variety of opportunities for autonomous learning.	4.80	0.40	Strongly Agree
can be amended in order to fit other purposes.	4.87	0.34	Strongly Agree
caters diversity of learners.	4.87	0.34	Strongly Agree
comprises practical activities suitable for the course.	4.87	0.34	Strongly Agree
Overall Mean: SD	4.83: 0.38		
Verbal Interpretation	Very High		

It is seen in table that the respondents strongly agree that the adaptability of module in FSM 7-Bartending and Bar Management were versatile that can be modified across the curriculum, can be amended in order to fit other purposes, caters diversity of learners, and comprises practical activities suitable for exploratory courses which all gained the highest ($M=4.87$, $SD=0.34$). This implied that in terms of the adaptability of the module, it can be used for a variety of purposes and often cost-effective for increasing the students' level of understanding new academic concepts. On the other hand, the respondents also strongly agree that adaptability provides a variety of opportunities for autonomous

learning with the lowest ($M=4.80$, $SD=0.40$). This meant that students were able to experience independent learning.

The overall level of acceptability of the Developed Module in FSM 7-Bartending and Bar Management in terms of adaptability was very high supported by the grand ($M=4.83$, $SD=0.38$).

Table 6. Level of Acceptability of Instructional Module in FSM 7-Bartending and Bar Management in terms of in terms of Aesthetic value

The module...	Mean	SD	VI
contains captivating pictures appropriate to the topic.	4.87	0.34	Strongly Agree
uses satisfying value of font style, size, and color that optimize readability and accessibility.	4.93	0.25	Strongly Agree
is generally attractive and appealing to the eyes of the readers.	4.87	0.34	Strongly Agree
incorporates illustrations and icons which contribute in structuring and organizing of new knowledge in a simple way.	4.93	0.25	Strongly Agree
is well-organized and properly laid out.	4.93	0.25	Strongly Agree
Overall Mean: SD	4.91: 0.29		
Verbal Interpretation	Very High		

As reflected in the table 6, the respondents strongly agree that the aesthetic value were uses satisfying value of font style, size, and color that optimize readability and accessibility, incorporates illustrations and icons which contribute in structuring and organizing of new knowledge in a simple way, and well-organized and properly laid out which all gained the highest ($M=4.93$, $SD=0.25$). This implied that the developed module presented different appealing features that made it more attractive to the users. On the other hand, the respondents also strongly agree that aesthetic value contains captivating pictures appropriate to the topic and generally attractive and appealing to the eyes of the readers with the lowest ($M=4.87$, $SD=0.34$). This meant that students were able to connect easily to the subject matter and develop higher levels of visual literacy.

Table 6 also reveals that the level of acceptability of the Developed Module in FSM 7-Bartending and Bar Management in terms of aesthetic value was very high supported by the grand ($M=4.91$, $SD=0.29$). This means that the aesthetic values were evidently visualized in the overall appearance of the localized module.

Table 7. Level of Acceptability of Instructional Module in FSM 7- Bartending and Bar Management in terms of in terms of Usefulness

The module...	Mean	SD	VI
can be used as supplementary materials for teaching FSM 7	5.00	0.00	Strongly Agree
provides interesting learning activities based on the target learning objectives and outcomes in each lesson.	4.93	0.25	Strongly Agree
contains topics that are well fitted to bartending and bar management.	4.93	0.25	Strongly Agree

evaluates the level of knowledge, skills, and interest of the learners.	4.93	0.25	Strongly Agree
presents information based to the current local condition.	4.93	0.25	Strongly Agree
Overall Mean: SD	4.96: 0.22		
Verbal Interpretation	Very High		

As evidenced by the results of evaluation, the respondents strongly agree that the usefulness of the developed module in FSM-7 Bartending and Bar Management can be used as supplementary materials for teaching with the highest ($M=5.00$, $SD=0.00$). On the other hand, the respondents also strongly agree that it provides interesting learning activities based on the target learning objectives and outcomes in each lesson, contains topics that are well fitted to bartending and bar management, evaluates the level of knowledge, skills, and interest of the learners, and presents information based to the current local condition which all gained the lowest ($M=4.87$, $SD=0.34$). This meant that students were able to obtain and empower their learning competencies in using the developed module.

Table 7 reveals that the level of acceptability of the Developed Module in FSM-7 Bartending and Bar management in terms of usefulness was very high supported by the grand ($M=4.95$, $SD=0.22$). This means that the developed module maintains the appropriateness and relatedness of the following components; objectives, content, activities, and assessment align with the curriculum.

Table 8. Significant Relationship between Appropriateness and Acceptability of the Developed Module in FSM 7- Bartending and Bar Management

Variables		r-value	p-value	Analysis
Objectives	Adaptability	0.645	0.009	Significant
	Aesthetic value	0.530	0.042	Significant
	Usefulness	0.818	0.000	Significant
Activities	Adaptability	0.558	0.031	Significant
	Aesthetic value	0.535	0.040	Significant
	Usefulness	0.885	0.000	Significant
Content	Adaptability	0.877	0.000	Significant
	Aesthetic value	0.685	0.005	Significant
	Usefulness	0.802	0.000	Significant
Assessment	Adaptability	0.732	0.002	Significant
	Aesthetic value	0.558	0.031	Significant
	Usefulness	0.879	0.000	Significant

*significant at .05 level of significance

Table 8 shows the multiple comparison test between the appropriateness of the components of the Module in FSM 7 and its level of acceptability.

It revealed that all the components such as objectives, activities, contents and assessment are significantly related to the level of acceptability of the module in FSM 7- Bartending and Bar Management.

This means that the components are well suited to the needed knowledge, skills and competencies of the curriculum.

CONCLUSION

The extent of appropriateness of the components and the level of acceptability of the Instructional Module in FSM 7- Bartending and Bar Management were both very high and also significantly related to one another, it is therefore concluded that this module will equipped the students the knowledge, skills and competencies needed by the course/curriculum, thus it is appropriate to be used and will help the students to understand the subject well.

RECOMMENDATION

1. The developed module in FSM 7 may be used particularly by the BTVTED instructors assupplementary learning materials.
2. The technology instructors/faculty are encouraged develop more instructional learning materials to be used in the area of their specialization.
3. The developed module in FSM 7 can be sold to the Bartending students to be an income generating project of the college.

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