ABSTRACT

Name of the Institution: Philippine Christian University
Address: Taft Avenue, Manila
TITLE: The Effectiveness of Modular Instruction in Enhancing the Students' Academic Performance in Philippine Literature in Southern Luzon College-Dasmariñas, Cavite

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STATEMENT OF THE PROBLEM:

The study was undertaken to determine the effectiveness of the learning module in enhancing students' academic performance in Philippine Literature in Southern Luzon College, Dasmariñas, Cavite during the first semester of academic year 2000-2001. The following specific problems were answered in this study:

1. What are the pretest scores of the experimental and control groups before the use of the learning module?

2. Is there a significant difference in their pretest scores before the use of the learning module?

3. What are the posttest scores of the experimental and control groups after the use of the learning module?
4. Is there a significant difference in the posttest scores of the two groups of respondents?

5. Is there a significant difference between the pretest and posttest scores of the experimental and control groups?

6. Is there a significant difference between the mean gains of the two groups of respondents?

On the basis of the foregoing statement of the research problem, the study proceeded from the following hypotheses:

1. There is no significant difference between the pretest scores of the experimental and control groups;

2. There is no significant difference between the posttest scores of the experimental and control groups;

3. There is no significant difference between the pretest and posttest scores of the experimental and control groups; and

4. There is no significant difference between the mean gains of the two groups of respondents.

**RESEARCH PROCEDURE**

To provide valid, reliable, and objective responses to the problems posed in this inquiry, the researcher employed the experimental method of research. Matching only or non-randomized
pretest-posttest control group design was specifically utilized as the experimental design for this study. A total of 120 college students enrolled at the Southern Luzon College during the first semester of academic year 2000-2001 took part in this study. This was broken down as follows: 60 for the experimental group; and 60 for the control group. The researcher saw to it that these two groups of subjects were statistically equivalent.

To ensure a systematic and objective presentation, analysis, and interpretation of data, the following statistical tools and techniques were employed in this study: frequency count; percentage; arithmetic mean; weighted mean; standard deviation; F test or one-way analysis of variance for two groups; correlated t-test; and t-test for independent samples.

**SUMMARY OF FINDINGS**

The careful analysis of the data resulted to the following findings:

1. *Pretest Scores of the Respondents Before the Use of the Learning Module*

   Data revealed that the pretest scores of the experimental group before the use of the learning module ranged from below 15 to over 26. On the whole, college students who were included in the experimental
group recorded an over-all mean score of 17.80 with a standard deviation of 3.282 which was verbally described as average.

On the other hand, pretest scores of the college students in the control group ranged from below 15 to over 22. Collectively, this group registered an over-all mean score of 15.90 with a standard deviation of 3.736 and verbally described as average.

2. Significance of Differences Between the Pretest Scores of the Experimental and Control Groups

F test or one-way ANOVA for two groups of subjects was applied to determine the significance of differences between the pretest scores of the two groups of research participants.

Results of the application of the forestated test statistics revealed a significant difference between the pretest scores of the experimental and control groups. Substantiating this finding was the obtained F ratio of 8.759 which went beyond the tabular F ratio of 3.84 at 5% level of probability. Apparently, college students in the experimental group scored higher than those in the control group before the experiment was conducted.
3. Posttest Scores of the Respondents After the Experiment

Posttest scores of the experimental group ranged from 15 to over 26. The over-all mean posted by this group, however, was 23.68 with a standard deviation of 3.022 and interpreted verbally as very good.

Similarly, posttest scores of the control group ranged from 15 to over 26. This group registered an over-all mean of 19.30 with a standard deviation of 3.088 and interpreted verbally as above average.

4. Comparison Between the Posttest Scores of the Experimental and Control Groups

F test was again employed in assessing the significance of difference between the posttest scores of the two groups of research participants. Data showed that the test statistics yielded a computed F ratio of 61.744 which went beyond the tabular F ratio of 3.84 at 5% level of risk. Finding revealed that college students in the experimental group outperformed those who belonged to the control group after the use of the learning module in the teaching of Philippine Literature.
5. Significance of Differences Between the Pretest and Posttest Scores of the Experimental and Control Groups

Differences between the pretest and posttest results of the experimental and control groups were tested for statistical significance through the application of the correlated t-test.

Results pointed to the existence of heterogeneity between the pretest and posttest results of the experimental group. This was affirmed by the recorded t value of 14.102 which lied outside the critical region for the non-rejection of the null hypothesis at 5% level of significance. Evidently, the posttest mean score (M=23.68) of the respondents in this group was higher than their pretest mean score (M=17.80).

Paralleling the foregoing finding, a significant difference was noted between the pretest and posttest scores of the control group. Lending empirical support to this finding was the obtained t value of 14.456 which was higher than the tabular t value of 1.645 at alpha 0.05. Data showed that the posttest scores of the college students in the control group were higher than their pretest scores.
Significance of Differences Between the Mean Gains of the Experimental and Control Groups After the Use of the Learning Module.

Significance of differences between the mean gains of the two groups of college students was ascertained with the use of the t-test for independent samples.

Results of the employment of the aforementioned test statistics showed that a computed value of 4.921 was recorded between the mean gains of the experimental and control groups after the use of the learning module. In as much as this probability value lied outside the critical area for the acceptance of the null hypothesis ($t=1.960$), the conjecture of insignificant difference was rejected. Obviously, the mean gain of the experimental group was higher than that of the control group. Hence, the use of the learning module appeared to have contributed much in enhancing learning and performance of college students in Philippine Literature.
CONCLUSIONS OF THE STUDY

Based on the significant findings of the study, the following conclusions were drawn:

1. The experimental and control groups are generally average in their performance in Philippine Literature prior to the use of the prepared self-learning kits in this subject.

2. Seemingly, college students in the experimental group are better learners than those in the control group before the conduct of the experiment.

3. Posttest results of the experimental group indicated above average performance of the students in Philippine Literature. On the other hand, posttest results of the control group connoted average performance in this subject.

4. On the whole, both the traditional and modular approach in teaching can improve learning and achievement in a given learning area.

5. College students subjected to modular instruction and the traditional method tended to score higher in the posttest than the pretest.
6. Modular instruction is effective in raising performance in Philippine Literature than the traditional method of teaching this subject.

**RECOMMENDATIONS OF THE STUDY**

In the light of the significant findings and conclusions of this research, the following recommendations are offered:

1. Modules for other topics in Literature should also be prepared, tried out and utilized by college instructors as enrichment or reinforcement activities.

2. An in-service program for faculty members teaching literature courses in college should be conducted with emphasis on the preparation and utilization of modules. This is essential in making faculty members realize the value of using other instructional approaches in developing and sustaining interest of their students in literature courses.

3. Instructors who are interested to write their own learning packets in their area of assignment should be encouraged and supported financially by the academic administrators. Funds should be allocated by the school administrators for the reproduction of these modules.
4. Modules should be used as teaching aids complementing the traditional method of teaching literature.

5. The module developed in this study should be used in all Philippine Literature classes in the locale of this research.

6. Replicate study should be conducted in other colleges and universities in Region IV to lend empirical support to the findings of this research.