

**RESEARCH ARTICLE**

# Students' Evaluation of Faculty-Prepared Instructional Modules: Inferences for Instructional Materials Review and Revision

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**Abstract**

Academic institutions migrated to modular teaching-learning amid the COVID-19 pandemic. To ensure the quality of the pedagogical innovations employed, the study determined the students' evaluation of the faculty prepared instructional modules for the courses they enrolled in during the first and second semesters of Academic Year 2020-2021. Employing a descriptive-correlational research design, the study was participated by 644 students from three colleges who were then available during the data gathering. Data gathered through online surveys were then analyzed using descriptive statistics and Spearman's rank correlation coefficient utilizing jamovi software. Results revealed that the faculty-prepared instructional modules were acceptable and satisfactory to the students. Besides, the students' evaluation of the instructional modules was positively related to their level of satisfaction. Still, the students recommended that a review of the modules be done before sending the modules; a more extended time allotment is considered, and sufficient concrete examples are given in the modules. With this, the faculty concerned are encouraged to review the phases involved in the design, development, and distribution of the instructional modules to make them highly acceptable and very satisfactory to the students while maintaining the quality of both the content and aesthetics of the learning materials. Considering the study's limitations, further endeavors may be carried out to validate this pedagogical innovation.

**KEYWORDS:**

instructional module, new average education, pedagogical innovation, quality assurance, sustainable learning

## 1 | INTRODUCTION

Due to the threat posed by the COVID-19 pandemic, mobility and face-to-face learning engagement between students and faculty within the school premises have been suspended, leading to the new normal in education. The new average teaching-learning scheme was taken into consideration by higher education institutions (HEIs) to sustain and provide quality education while controlling the spread of viruses. Tria (2020) reiterated that several recommended teaching approaches for the new normal in education have issues and problems that are present and need to be addressed. The Commission on Higher Education (CHED) suggested strengthening online platforms such as but not limited to Google Classroom, Zoom, Edmodo, Facebook Messenger,

and YouTube. In addition, CHED adopted numerous learning delivery options, including face-to-face, blended learning, distance learning, home-schooling, and other delivery modes (CHED, 2020). HEIs were given academic freedom and should implement available distance learning, e-learning, and other alternative modes of delivery to students. Some have opted to implement their policies regarding the delivery of knowledge. This situation forced HEIs such as Western Philippines University (WPU) to become more resilient in delivering a better quality of education through synchronous and asynchronous activities during the pandemic, even with less training and preparations among faculty members. To address the paradigm shifts and challenges brought by the pandemic, technology in education must be incorporated into all curriculums and program offerings (De Souza et al., 2021; Pentang, 2021b; Pentang et al., 2022), and faculty members must be equipped with technology as a teaching tool and as a means of pedagogical innovation (Pentang, 2021b; Pentang et al., 2022). Toquero (2020) mentioned that the highlight of distance learning in delivering education during the pandemic is technology integration, which is not yet possible in some areas due to poor internet access. The economic status of some families implies impractical affordance of gadgets. For this reason, WPU decided to adopt instructional modules since it deemed this approach appropriate in a time of pandemic crisis, especially in areas where internet connectivity is a challenge to both educators and learners. The survey conducted by WPU showed that both faculty and students do not have gadgets for online teaching-learning, and they experience unstable internet connectivity. When the classes resumed last October 2020, WPU relied heavily on the modular learning system rather than online methods (Laririt, 2020). Even today, faculty-prepared instructional modules are widely used as WPU migrates to alternative learning modes. This pedagogical innovation is a means to assure quality while pursuing teaching-learning continuity. The pandemic has paved the way for instructional modules as an urgent response to ensure teaching-learning continuity (Agayon et al., 2022; Bacomo et al., 2022), which greatly challenged not only WPU students but the administrators and faculty too. An instructional module is a self-contained unit that consists of a series of learning activities designed to help the student achieve core competencies, which should comprise a pre-test, objective, success criteria, instructional activities, post-test, and remedial and reinforcement training (Guido, 2014). It is creative, engaging, and has a variety of learning activities relevant to the student's level of understanding (Sirisuthi & Chantarasomba, 2021). As a result of the recent adoption of this learning modality in response to health and safety requirements, teaching and learning are undergoing inevitable changes (Panganiban & Madrigal, 2021). Faculty members developed instructional materials while students learned independently at home. Teaching-learning activities using instructional modules became the new norm, especially for institutions that have insufficient resources (Ancheta & Ancheta, 2020; Bacomo et al., 2022), not to forget the students who belong to the poor socio-economic background who cannot afford to provide gadgets for online learning driven by the new norm. To address the concerns on connectivity, faculty-prepared modules were utilized to date by HEIs such as WPU. Faculty members prepared modules as an option for pure online learning delivery, where students with limited or no connectivity are given printed modules as instructional resources (Dayagbil et al., 2021). Instead of the pure online learning mode of instruction, faculty members design and develop learning modules that incorporate real-life and practical activities as one of the critical learning materials to be provided for students (Nadihan & Cabauatan, 2021). A study has shown that faculty-prepared modules are accepted. Nonetheless, fewer students indicated that they had trouble processing the modules due to the complexities of the topics and assignments (Balbin et al., 2021). On the other hand, teachers face difficulties invalidating their students' performance through modular and distance learning (Agayon et al., 2022; Bautista & Pentang, 2022). It is evident that modular instruction replaced face-to-face learning and served as an alternative for online learning, despite its advantages and challenges. Still, its usefulness is debated as HEIs transition to alternative education via instructional modules. With the challenges of quality and relevance (Kankaew et al., 2021), the WPU administration and faculty members are constantly implementing measures to ensure that learning delivery is not compromised. With the use of modules, faculty members must adapt instruction to the student's level of knowledge and motivate them to learn. One way of maintaining the learners' interest is to provide them with activities that they can perform individually after being given the faculty's proper guidance, direction, instruction, and encouragement. Education and learning should be effective using faculty-prepared instructional modules. Thus, this study was conducted to determine the students' evaluation and satisfaction with the faculty-prepared instructional modules and learn from their recommendations to make the modules more effective. Pentang (2021a) emphasized that feedback and assessment are necessary to determine if the quality of services provided to the clientele served its purpose. Besides, the satisfaction and experiences of students are essential factors in the quality of learning in HEIs (Rajabalee & Santally, 2021). With this, the study results will be helpful to WPU faculty members in the design, development, and distribution of instructional modules in the coming semesters, which are deemed to serve with quality and excellence the students as the primary clients of the University.

### 1.0.1 | Objectives of the Study

This study determined the evaluation of the students on the faculty-prepared instructional modules for the courses they enrolled in during the first and second semesters of Academic Year 2020-2021.

Specifically, it aimed to: 1. determine the level of satisfaction of the students with the faculty-prepared instructional modules; 2. ascertain if there exists a significant relationship between the students' evaluation and level of satisfaction with the faculty-prepared instructional modules; and 3. enumerate the students' recommendations to make the faculty-prepared instructional modules more effective.

## 2 | MATERIAL AND METHODS

### 2.1 | Research Design

A quantitative research design was employed in the study. Specifically, a descriptive-correlational research method was used to describe the evaluation of the students and their level of satisfaction with the faculty-prepared instructional modules and flag significant relationships between these variables. Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018), while correlational research examines the extent to which one variation in one factor corresponds with variations in one or more elements based on the correlation coefficient (Magulod et al., 2021). The design helped describe the student's evaluation and satisfaction, the relationship between students' assessment of their dignity, and the students' recommendations to make the instructional modules more effective.

### 2.2 | Research Participants and Sampling

This study was conducted among the students at the College of Education, College of Criminal Justice Education, and College of Business and Management of Western Philippines University on all its campuses. These colleges consist of most of the student population. Employing availability sampling, only the students who answered the survey questionnaire through google form were considered the study participants. A total of 644 students served as the study participants (Table 1 ). To ensure anonymity and ethical consideration, personal data was not collected among the participants while they provided their consent before submitting their responses. The administration permitted the researchers to collect data from the students to support its International Organization for Standardization audit preparation and accreditation purposes.

**TABLE 1** Participants of the study.

<b>COLLEGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
College of Education	495	77
College of Business and Management	104	16
College of Criminal Justice Education	45	7
<b>TOTAL</b>	<b>644</b>	<b>100</b>

### 2.3 | Research Instrument

The researchers-made survey questionnaire consisted of four (4) parts. The first part focused on the college where the participants belong; the second part dealt with students' evaluation of the instructional modules; the third part was on participants' level of satisfaction with the faculty-prepared instructional modules, and the last part was about the recommendations of the participants to make the instructional modules more effective. The instrument was reviewed by the focal persons involved in the training of the faculty in the preparation of instructional modules. Pilot testing of the device was conducted in non-participating colleges. The test-retest reliability was used, and a 0.90 coefficient was obtained, showing that the instrument is reliable.

### 3 | RESULTS AND DISCUSSION

#### 3.1 | Students' Evaluation of the Faculty-Prepared Instructional Modules

Results revealed that students found the instructional materials prepared by the faculty acceptable, as signified by their evaluation's grand mean of 3.29, described as agree (Table 2 ). The student evaluated the instructional modules in terms of the three aspects: physical features of the modules (3.33), the different parts of the modules (3.29), and their overall evaluation of the modules (3.26). The obtained weighted means were all described as agreeing. This finding attests to the module's acceptability, which concurs with Reyes and De Guia (2017), who claimed that a module must receive an excellent acceptability rating as proof of content validity and relevance, which may include highly acceptable content, clarity, appeal, and originality (Ambayon, 2020).

The finding corresponds to Balbin et al. (2021), where students evaluated the faculty-prepared modules as acceptable. Still, the faculty concerned are encouraged to work on developing more acceptable and interactive instructional modules considering the improvement of the physical features and salient parts of the learning material. As the new standard-setting continuously hampers face-to-face classroom interaction, the faculty must innovate to develop a motivating and engaging instructional module. Modules should not be utilized until they have passed quality assurance tests (Hamweete, 2012). Quality assurance mechanisms must be in place to attain program objectives among higher educational institutions (Kankaew et al., 2021) and cope with the educational paradigm shifts. They ensure the quality of the instructional modules guarantees that learning outcomes are met even in the current educational setting.

#### 3.2 | Students' Level of Satisfaction on the Faculty-Prepared Instructional Modules

Students were satisfied with the faculty-prepared instructional modules, as signified by the grand mean of 3.18 (Table 3 ). As target users, students indicated their satisfaction with the physical features of the module (3.23), the various parts (3.24), their learning (3.02), quality (3.25), and the mode of delivery of these modules (3.15). The obtained weighted mean had a descriptive rating of satisfied.

The result implies that the faculty-prepared modules met the expectations of the students. This is comparable to Bacomo et al. (2022), Balbin et al. (2021), and Sirisuthi and Chantarasomba (2021), but it opposes Hamweete (2012), where a thousand students are not satisfied with their modules. Since the students' satisfaction is a good indicator for assessing the quality and effectiveness of the module (Rajabalee & Santally, 2021), the finding indicates that the faculty-prepared learning materials catered to the needs of the students and created an opportunity for them to learn best amidst the pandemic. Pentang (2021) did point out that a satisfactory rating in educational services should still be considered for improvement. Thus, faculty members should review and revise their modules to receive an excellent ratings from their students. Some reasons were enumerated in Table 5 why the faculty-prepared instructional modules did not receive an outstanding ratings from the students.

#### 3.3 | Correlation Between the Students' Evaluation and Satisfaction on the Faculty-Prepared Instructional Modules

Correlational analysis using Spearman's rank correlation coefficient ( $r_s$ ) was performed to determine the relationship between the evaluation of the students regarding the physical features and parts of the module and their overall evaluation of their level of satisfaction with the instructional modules. Table 4 revealed that student's assessment of the three aspects: physical features of the modules, parts of the modules, and overall evaluation of the modules were significantly and positively related to their level of satisfaction,  $r_s = .678$ ,  $p < .001$ ,  $r_s = .778$ ,  $p < .001$ , and  $r_s = .799$ ,  $p < .001$ , respectively. This indicates that the higher the level of acceptance of the students on the modules, the higher their level of satisfaction (Table 4 ).

This result was confirmed by Ghazal et al. (2018) study, which revealed that both students' perceived ease of using an alternative learning modality and its perceived usefulness had a significant positive relationship with student satisfaction. With this, HEIs need to consider the relationships between the factors of acceptance and joy in implementing a modular learning modality. Given that the students' acceptability and satisfaction with the instructional modules may also be associated with their academic performance and program outcomes, the faculty need to enhance this pedagogical innovation despite the limited resources to optimize student engagement and experience. Martirosyan et al. (2014) showed that students with better satisfaction with their learning experience had higher academic achievement.

**TABLE 2** Students' evaluation of the faculty-prepared instructional modules.

ASPECTS OF EVALUATION	WEIGHTED MEAN	DESCRIPTIVE RATING
<b>Physical features of the Modules</b>	<b>3.33</b>	<b>Agree</b>
The modules had a uniform format.	3.34	Agree
The modules had a uniform layout.	3.32	Agree
The modules were presentable.	3.38	Agree
The modules had visual appeal.	3.26	Agree
<b>Parts of the Modules</b>	<b>3.29</b>	<b>Agree</b>
The Title of the module is clear and concise.	3.49	Agree
The Table of Contents provided content and its corresponding page number, consistent with the module's contents.	3.35	Agree
The Instructions to the Users helped me with how I should proceed and guided me on what to do in the module.	3.30	Agree
The Introduction introduced the topic in the module and its importance to me as a learner.	3.43	Agree
The Overview helped me know in advance what the lesson was all about.	3.35	Agree
The Pretest was aligned with the learning outcomes.	3.37	Agree
The Learning Outcomes were specific and clearly stated.	3.35	Agree
The Time Allotment was enough to do the tasks stated in the module.	3.02	Agree
The Discussion provided sufficient and accurate information and examples to understand the lesson	3.14	Agree
The Activities were doable.	3.14	Agree
The Post-test was aligned to the learning outcomes and could be answered based on the information provided in the discussion part of the module.	3.29	Agree
The References provided additional readings, which helped me deepen my understanding of the lessons.	3.29	Agree
<b>Overall Evaluation of the Modules</b>	<b>3.26</b>	<b>Agree</b>
The instructions/directions in the pre-test, activity, and post-test were clear and easy to follow.	3.26	Agree
The modules were organized.	3.33	Agree
The modules were exciting and challenging.	3.30	Agree
The modules were engaging.	3.20	Agree
The modules were written in a friendly and conversational tone.	3.21	Agree
The modules were written at an appropriate reading level.	3.28	Agree
Each part of the module was well-written.	3.24	Agree
<b>GRAND MEAN</b>	<b>3.29</b>	<b>AGREE</b>

*Legend: 3.51-4.00 = Strongly Agree ; 2.51-3.50 = Agree ; 1.51-2.50 = Disagree ; 1.00-1.50 = Strongly Disagree*

### 3.4 | Students' Recommendations to Make the Instructional Modules More Effective

The students gave recommendations to improve the faculty-prepared instructional modules (Table 5 ). Many of them recommended that a review of the module be done before sending it to the students (49 or 14.41%), a more extended time allotment be considered (45 or 13.24%), and sufficient concrete examples are given (41 or 12.06%). On the other hand, few recommended that modules should be in PDF, not Word File (8 or 2.35%), distribute one module at a time (5 or 1.47%), and provide hard copies of the modules (3 or 0.88%).

This means that there are aspects in the implementation and contents of the modules that need improvement, which should be given attention in the performance and preparation of the materials in the next academic year. This implies that faculty members must exercise caution when designing instructional materials. As per Khalid et al. (2007), instructional design is one of the

**TABLE 3** Students' level of satisfaction with the faculty-prepared instructional modules.

ASPECTS OF EVALUATION	WEIGHTED MEAN	DESCRIPTIVE RATING
Physical features of the modules	3.23	Satisfied
The way each part of the instructional modules was prepared	3.24	Satisfied
My learning with the modules	3.02	Satisfied
Quality of modules	3.25	Satisfied
Mode of delivery of modules	3.15	Satisfied
GRAND MEAN	3.18	SATISFIED

*Legend: 3.51-4.00 = Strongly Agree ; 2.51-3.50 = Agree ; 1.51-2.50 = Disagree ; 1.00-1.50 = Strongly Disagree*

**TABLE 4** Correlation between students' evaluation and satisfaction with the faculty-prepared instructional modules.

ASPECTS OF EVALUATION	SATISFACTION
Physical Features of the Modules	0.678**
Parts of the Modules	0.778**
Overall Evaluation of the Modules	0.799**

*Legend: \*\*highly significant ( $p < .001$ )*

critical processes involved in the continuous improvement of instructional modules. Instructional design in module preparation is also essential to ensure value formation and higher-order thinking skills (HOTS) development. Hamzah et al. (2022) revealed that HOTS teaching and learning modules are critical to influencing students' mastery of thinking skills and attitudes and behaviors toward the subjects they study.

Since quality education during this time of pandemic is significantly affected (Agayon et al., 2022; Bautista & Pentang, 2022; Panganiban & Madrigal, 2021; Rajabalee & Santally, 2021), the faculty must have to make sure that the instructional modules they design, develop, and distribute must achieve the goals of the curriculum, satisfy the learners' needs and backgrounds, and be acceptable to the learners' perspective and preferences. Thus, aside from the content quality and instructional design, the quality of printing and delivery must also be realized. Checking for plagiarism and correct citation and reference (Bautista & Pentang, 2022) is necessary to ensure the authenticity of the instructional modules used and provide adequate acknowledgment to those who deserve it. Further, pilot-testing of the instructional materials may be conducted, and it must be subjected to the Instructional Materials Committee for their review before its dissemination to the students.

#### 4 | CONCLUSION AND RECOMMENDATION

The students found the faculty-prepared instructional modules acceptable and satisfactory in terms of their physical features, how each part was prepared, the learning they got from the modules, the quality, and the mode of delivery. Still, the contents of the instructional modules must be reviewed thoroughly by the faculty concerned before sending or uploading the materials. The faculty must ensure that the module is free from grammatical or factual errors, not even mistakes in formulas or calculations. Lessons must be explained well, requiring minimal assistance; concepts must be thoroughly discussed, and the format followed. Besides, the student's evaluation of the different aspects of the faculty-prepared instructional modules was positively related to their level of satisfaction. Accordingly, how the students find the module interactive and exciting is related to how they will be content in completing the task indicated on it. Since students' satisfaction with the modules is essential to their learning engagement and experience, it is necessary to note that this relationship is not possible if one aspect of the module, either content or aesthetics, is left unchecked. Thus, the faculty concerned must note that every phase, from the design to the distribution of instructional modules, is related to learning outcomes. A practical instructional module is a product of efficient faculty preparation, thereby assuring quality and relevance in the students' learning experiences. Furthermore, some aspects of the

**TABLE 5** Students' evaluation of the faculty-prepared instructional modules.

<b>COLLEGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Review modules before sending them to the students	49	14.41
Longer time allotment be considered	45	13.24
Sufficient concrete examples are given	41	12.06
Suggest video links and URLs for online resources	38	11.18
Provide clear and complete instructions	34	10.00
Clarity may be considered in all parts of the module	29	8.53
Prepare brief module content	26	7.65
A present clear and comprehensive discussion of the lesson	24	7.06
Provide lesser activities and evaluation	23	6.76
Include topic-related discussion and activities	15	4.41
Use PDF, not Word File	8	2.35
Distribute one (1) module at a time	5	1.47
Give hard copies of modules	3	0.88

*Note: multiple responses*

preparation, implementation, and contents of the faculty-prepared modules needed to be improved to develop well-designed and practical modules. In this regard, as a product of pedagogical innovation, the prepared module must contain enough examples so that students would fully understand the lessons. To be learner-friendly, the module must have enough illustrations to facilitate learning. Students will quickly understand the lessons in actual classroom lectures if concrete examples are given. Time allotment must be based on the tasks assigned in each class. The faculty must consider the learners' pace and give them realistic and enough time to accomplish the tasks. Indeed, students can perform better if given adequate time to work on the assigned tasks. With the current study's limitations, further validations of the results may consider the whole population. In-depth interviews or focus group, discussions may be conducted to elaborate on the students' evaluation of the instructional modules. Correlating the students' acceptability and satisfaction with the faculty-prepared modules with their academic performance may be conducted. Each college may replicate the study to facilitate the specific concerns concerning their program offerings.

## **5 | AUTHORS CONTRIBUTION**

All the authors had made substantive contributions to the conceptualization of the study. They worked collaboratively on preparing the research instrument, data gathering, data analysis and interpretation of results, and writing the manuscript. They all reviewed and approved the final version of the paper.

## **6 | CONFLICT OF INTEREST**

The authors declare that they have no conflicting interests.

## **7 | FUNDING**

The study did not receive any funding.

## **8 | DATA TRANSPARENCY AND AVAILABILITY**

The data is strictly for WPU usage.

## 9 | ACKNOWLEDGMENT

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