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Modular-Based Approach and Students' Achievement in Literature

Cristobal M. Ambayon*

College of Teacher Education, Sultan Kudarat State University, Mindanao, Philippines

Corresponding author: Cristobal M. Ambayon, E-mail: jophkris_01@yahoo.com

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ABSTRACT

Mythology and folklore have long been important means for promoting literacy in human societies. This study aimed at validating a mythology and folklore module and evaluating its effectiveness in teaching the subject of mythology and folklore. This was in response to inadequate learning resources in teaching literature and to address the call for effective instructional materials. The study used comparative-experimental research design. The results revealed that the developed module consisted of excellent contents, relevance and mechanics as evaluated by experts in the area. The module was also assessed by the students as highly acceptable, valid, reliable, and usable. Third Year Bachelor of Secondary Education (BSED) major in English students for School Year 2015-2016 were the participants of this study. The students were divided into control and experimental groups. The groupings were based on their GPA during the previous semester. While the experimental group utilized the developed module, the control group did not. The test instruments were the different exercises given every after the topics which lasted for one hour every session. Based on the results, the performance of the college students in literature in experimental group had improved from poor to excellent achievement whereas the control group had relatively improved from poor to fair achievement. Hence, it is recommended that the module be used in similar contexts particularly in learning mythology and folklore.

Key words: Mythology, Folklore, Western Mythologies, Module, Modular-based Approach

INTRODUCTION

The unavailability and lack of instructional materials and resources in Mythology and Folklore and the students' poor performance in the subject of Mythology and Folklore create an immense challenge for the lecturers who offer this course. Although the Sultan Kudarat State University (SKSU) library has a large collection of books, there are inadequate materials, books, resources and other reading materials related to the subject of Mythology and Folklore.

In the curriculum of Bachelor of Secondary Education (BSED) major in English, the faculty who are teaching Mythology and Folklore have limited resources on western mythologies. Hence, teaching and learning the subject are struggles for both teachers and BSED students, who generally have limited knowledge on the subject. A few faculty handling and teaching literature subjects have their own collections of books; however, most of them are limited only to Greek and Roman Mythologies.

For the faculty and BSED students, the one best solution for the unavailability of resources is surfing the internet. However, internet connection in the institution is inadequate and very costly. These problems in teaching literature inspired the researcher to develop a module in Mythology and Folklore. Hence, he started by compiling various Western myths and folklore through modular-based approach that was deemed necessary to provide instructional materials to BSED students.

Objectives and Research Questions

This study dealt with the evaluation and the validation of the developed Modular-Based Approach and students' achievement in Teaching Mythology and Folklore. It is the intention of the study:

1. To validate this researcher-developed instructional material, in terms of its contents, relevance and mechanics in reference to the experts evaluation in the area,
2. To assess its acceptability, validity, reliability, and usability in reference to the students' evaluation, and finally
3. To identify the effectiveness of the module in improving the academic achievement of BSED students in the subject mythology and folklore.

Specifically, the study sought to answer the following research questions:

1. What is the level of acceptability of the module in terms of its content, relevance and mechanics as evaluated by Literature lecturers specialized in the area of Mythology and Folklore?
2. What are the students' assessment of the module in terms of its acceptability, reliability, usability and validity?

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3. What is the effect of the module on the experimental group's achievement in comparison with the control group?

METHODS

This study was conducted at the Sultan Kudarat State University particularly in the College of Teacher Education, ACCESS, EJC Montilla, Tacurong City, Sultan Kudarat, Philippines.

Research Design

This study used the comparative-experimental research design to determine the effectiveness of the Modular-Based Approach in Teaching Mythology and Folklore in terms of its content, relevance and mechanics. Based on the performance of the experimental and control groups and on the evaluation of the expert validators.

Respondents of the Study

The participants of this study were the Third Year Bachelor of Secondary Education (BSED) students major in English during the Second Semester School Year 2015-2016. The respondents were grouped into control and experimental groups. The groupings were based on their GPA during the previous semester. The first group of students with the highest GPA did not utilize the module thus, the Control Group. The experimental group utilized the module in teaching Mythology and Folklore.

Based on the students' general point average (GPA) of their grades on the first semester, they were grouped into control and experimental. Students with GPA of 85 and below were the prime respondents. The experimental group was taught by the researcher himself, using the developed module for three (3) months; while, the control group was taught in the conventional way for the same period of time.

Research Instrument

The instruments for this research were the module in teaching mythology and folklore, the test instrument, and the validation instruments which were accomplished by a panel of evaluators composed of 5 English instructors from Sultan Kudarat State University (SKSU), Department of Education (DepEd), and from Notre Dame of Tacurong College (NDTC), who were experts in their field of specialization.

A fifty-item pretest was conducted to both groups. The pretest items were based on the module emphasizing the Greek, Roman, Egyptian, Norse and Filipino Mythologies. Additionally, comparative-experimental research design was employed in the study. On the other hand, BSED students assessed the module in terms of acceptability, reliability, validity and usability.

The indicators were tailored after the criteria set in evaluating instructional materials adapted from the study of Falsario (2011). A five-point scale type of questionnaire was employed with the corresponding interpretation.

Data Gathering Procedure

The researcher formulated a survey questionnaire which was divided into two parts; Part 1 contained an item that deals the profile of the respondents, while the Part 2 contained an item that dealt on the content, relevance and mechanics of the module.

The questionnaires were gathered and the results were tallied and tabulated. It employed statistical analysis; the mean was determined and its interpretation was based on the Likert's Scale with the assistance of statistician for valid and reliable results.

Statistical Treatment

The mean scores were used in evaluating the effectiveness of the developed module in terms of content, relevance and mechanics and its acceptability, reliability, usability and validity based on the learning achievement of the students in the control and experimental groups during the pretest and post-test.

The *t*-test was used in determining the significant difference on the scores between students in the control group from the experimental group during the Pretest and Post-test.

RESULTS

In Table 1, literature professors evaluated the acceptability of the module to be excellent on contents and very highly relevant acceptable. This implies the validity of the module where students could be able to grasp enriching text and able to approach literary appreciation.

Similarly, Tan-Espinar and Ballado (2017) also validated a module in Mathematics that has boosted the students' independent learning. They further underscored that a module must be acceptable and contents are valid.

Table 2 indicates the assessment of students on the module. Hence, the module is very highly acceptable, reliable and usable. Then, it is also highly valid. The result implies that the module is suitable as a strategy in teaching literature to students.

The study has similar results to the study of Reyes and De Guia (2017). They underscored that a module must obtain high acceptability rating as evidence of content validity and relevance. Hence, it may include but not limited to highly acceptable content, clarity, appeal, and originality.

Table 3 shows both the control and experimental groups had poor performance during the pretest. It can be inferred that both groups had limited knowledge on mythology and folklore.

After the experimentation, the data revealed different results. The control group had performed fairly on the post-test; while, the experimental group obtained excellent performance. This means that students who utilized the literature module had significantly learned on content areas.

The study results may have the same interpretations. However, a higher mean of the experimental group showed a difference. Hence, the result implied that the literature module had effectively and efficiently supported students in

Table 1. Level of acceptability of the module as evaluated by literature teachers in terms of content, relevance and mechanics

Level of acceptability	M	SD	Descriptive rating	Interpretation
Content	4.56	0.50	Excellent	Meets 81% of Quality
Relevance	4.34	0.65	Very Highly Relevant	Meets 81% of Relevance
Mechanics	4.68	0.39	Very Highly Acceptable	Meets 81% of Acceptability

Key: Very Highly Acceptable (*M* = 4.30-5.00), Highly Acceptable (*M* = 3.40-4.29), Moderately Acceptable (*M* = 2.60-3.39), Less Acceptable (*M* = 1.80-2.59), Least Acceptable (*M* = 1.00-1.79)

Table 2. Literature students' assessment of the module in terms of acceptability, validity, reliability and usability

Areas of assessment	Mean	SD	Descriptive rating	Interpretation
Acceptability	4.52	0.21	Very highly acceptable	Meets 81% of Acceptability
Validity	4.37	0.05	Highly valid	Meets 61%-80% of Validity
Reliability	4.61	0.13	Very highly reliable	Meets 81% of its Reliability
Usability	4.56	0.17	Very highly usable	Meets 81% of its Usability

Key: Very Highly Acceptable (*M* = 4.30-5.00), Highly Acceptable (*M* = 3.40-4.29), Moderately Acceptable (*M* = 2.60-3.39), Less Acceptable (*M* = 1.80-2.59), Least Acceptable (*M* = 1.00-1.79)

Table 3. Learning achievement of literature students in the control and experimental groups during the pretest and post-test

Groups	Pretest	Descriptive rating	Interpretation	Post-Test	Interpretation	Interpretation
Control	18.4	Failed	Poor performance	37.7	Passed	Very Satisfactory
Experimental	17.7	Failed	Poor performance	42.5	Passed	Excellent

learning mythology and folklore. Then, the results also mean that traditional or conventional practices in teaching literature are still effective.

Similarly, the result supports the study of Selga (2013) where in the modular-based worktext was effective in helping students improving academic achievements in Science. Accordingly, the module led to the accomplishment of the subject's basic goals, allows for the development of higher cognitive skills, is well-organized and well-designed, and is appropriate for the students' vocabulary level and performance.

However, before these results could be generalized, t-Test was run to analyze the statistical significance of the difference between each group's pretest and post-test mean scores as well as between the two groups' post-test mean scores. Before testing the effect of the treatment, the two groups were tested for their homogeneity. Table 4 shows that based on the results of independent samples t-test since the p-value is greater than alpha at 0.05, the control and experimental groups achieved mean scores which were not significantly different. This mean that the two groups were homogeneous prior to the experiment.

Next, the statistical significance of the difference between each group's pretest and post-test mean scores was analyzed using paired samples t-Test (Table 5).

As the results in Table 5 indicate, since the p-value is smaller than alpha at 0.05 in both groups, we could conclude that the students in both groups significantly improved.

Finally, the two groups' mean scores on the post-test were compared for their statistical significance (Table 6).

As the results in Table 6 indicate, the mean score of the experimental group (*M*= 42.6*, SD*= 3.13) was fairly higher than that of the control group (*M*= 37.7*, SD*= 9.76). However, since the p-value was greater than alpha at 0.05, there was insufficient proof to conclude the statistical significance of the effect of the treatment on the students' achievement. A possible reason could be the relatively small sample size.

Table 4. Comparison of the control and experimental groups' performance in the pretest

Groups	n	*M*	*SD*	df	*t*	*p*
Control	10	18.4	3.69	18	0.47	0.64
Experimental	10	17.7	2.94			

Table 5. Paired samples t-test results for comparing the control and experimental groups' pretest and post-test scores

Groups	Pretest		Post-test		df	*t*	*p*
	M	*SD*	*M*	*SD*			
Control	18.4	3.69	37.7	9.76	9	-7.23	.000
Experimental	17.7	2.94	42.6	3.13	9	-18.51	.000

Table 6. Comparison of the control and experimental groups' achievement in the post-test

Groups	n	*M*	*SD*	df	*t*	*p*
Control	10	37.7	9.76	18		0.16
Experimental	10	42.6	3.13			

DISCUSSION

Stories are the depositories of culture that are dispensed from one generation to the subsequent generations link us

to our past, to the pedigrees of our precise cultures, beliefs, and broad-spectrum of human circumstances. Perceptive of the sagas, charms, lexes, maxims and adages that are fragment of our cultural legacy brands us artistically literate. The study of mythology and folklore serve as an eye-opener in restoring the moral integrity among Filipino students. The awareness on western mythologies and folklores are usually anchored with human beliefs and relation towards the Supreme Being. It does not contradict any religious practices. Rather, it elevates the tradition and life of the people into a higher moral, spiritual and intellectual plane, thus the researcher developed a module that would help cater the needs of our students in today's generation.

The module is used to reinforce the new learning; ideally, the exercises or problems are concrete examples of abstract learning (Orstein, 1992). The appropriate selection of different mythologies leads to achieving both moral and spiritual integrity. Mythology cartels all these diverse planes of knowledge into unique entity of learning and the finest portion is: Mythical tiers are frequently entertaining and pleasurable if imparted decorously. A mythology course can be instantaneously enlightening and entertaining.

Furthermore, it supports both the extent of teacher participation in professional development and the used of the district-designated instructional materials associated with higher evaluated ratings of lesson quality as explained by Bowes and Banilower (2004).

Mythology or literature teacher must personalize and customize the instructional program. The distinct knowledge may support in mounting voluminous noteworthy and self-sufficient charismas, and in much more up-to-date ways learners appreciate episodes in which they chase their comforts and gratify their inquisitiveness and keenness (Manlove, 1985, as cited in Ali, Akhter, & Khan, 2010).

Knapp (2006) further explains that, it is very imperative that the course embraces modules for the students, the modules should link unswervingly with the main text and have drills that matches with the lessons. The activities in the modules should be thought-provoking for the students and should be able to aid you, as a teacher evaluate where they, as far as how well they have immersed the material and there is a need to review the lessons again with them. By exhausting modules your faculty will also have enhanced inclusive challenging notches.

Modular teaching is one of the most widespread and recognizes teaching learning techniques in many countries including other Western countries and Asian region. Modular approach is used almost in all subjects like natural science, especially in biology and medical education and even in social sciences as well as in computers education. It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. When analyzing the modular method of teaching, we can understand that this is more effective, recent and more technology based teaching method in the present educational field. In recent years, the consent of modular curriculum has been under discussion in secondary schools. Modular approach provides more flexibility to distance teaching mode as well to learners (Sejpal, 2013).

Modular instruction is one of those teaching approaches where the students have to learn everything in the module using his own effort at his own pace. This method differs from the traditional one wherein a teacher presents the lesson and the students just listen to learn the concepts presented. To surpass the difficulties faced by the students in the traditional classroom situation, modular approach may be a good alternative since it is student-centered, self-paced, and requires no note-taking, Gonzales, (2015).

Using teaching module to teach the English language as compared to the traditional method of using a textbook is meant to increase active learning and improve critical thinking, as well as problem solving skills. It is given the lecturer the opportunity for conducting formative assessment in the classroom. Standardized textbooks have their own styles, and their contents, depth of coverage of materials, and organization, may affect the teaching and learning environment. Thus, the use of a module presents a more flexible learning environment for both instructors and learners, Cheng and Abu Bakar (2017).

The benefits of using modules deliver an outline that the teacher can use in designing passages, units, and programs; recapitulates a boundless deal of possible information; enables the learners to take home in appropriate practice best of the resources they need to attain for the course; provides a collective means for all students to track; provides the teacher with concepts concerning the body of materials and activities; includes images, graphs, atlases and other instructive material, which expedites understanding; includes other teaching aids, such as summarizes and analyze questions; and relives the teacher of concocting material for the course, thus permitting more time to prepare the lesson (Ornstein, 1992).

The results data conform the study of (Rizaldo et al., 2007) "Comparative Effects of Modular and Traditional Methods in Teaching Analytic Geometry", concluded that students performed better and mastered the subject matter using the modular method of teaching. On other hand, Lockwood (1998) states that workbook primarily emphasize self-assessment; can be alert to potential difficulties; always offer summaries; are personal in style; are content unpacked; have more open layout; always conduct learners' evaluation; provide study skills advice; require active response; and aimed at successful teaching. Occasionally, though revision may be essential to reflect the needs of a precise teaching milieu. Through the course of revision, the teacher personalizes the text, making it an enhanced teaching resource, and modifies it for a specific clutch of students. Typically, this procedure takes place progressively as the teacher becomes more accustomed with the module because the scopes of the script that need adaptation may not be ostensible until the module is tried out in the classroom (Richards, 2013).

The objective of the module is to deliver resources to teachers that will let them to convert their classrooms into dynamic, student-centered learning milieus (Stewart & Wilkinson, 1999, as cited by Sadiq & Zamir, 2014). The subsequent common features of a module can be illustrious

that it is self-contain, independent instruction component, methodically prepared, well defined have a means of gauging the work (Sejpal, 2013). Learning experiences play a vital role, where 70% comes from classroom instruction and 30% from co-curricular activities (Falsario, 2011). Classroom instructional materials serve as springboard or bridge to develop knowledge, skills, values and its application that would help promote greater achievements to the individual learner.

However, there are also potential negative effects: they may comprise inauthentic language, they may twist content, they may not reflect students' needs, they can de-skill teachers, and they are luxurious, marketable modules may epitomize a pecuniary encumbrance for students in numerous portions of the realm (Richards, 2001).

Both the remunerations and restrictions of the usage of modules needs to be considered, and if the modules that are being castoff in a package are mediated to have some deleterious consequences, corrective action should be taken, e.g. by adjusting or supplementing accounts or by providing suitable direction and provision for teachers on how to use them properly (Richards, 2001).

CONCLUSION

In the light of outcomes pinched from statistical scrutiny and findings of the study, succeeding conclusions are drawn. Modular instruction is more operative in teaching learning method as equated to usual teaching approaches because in this modular approach the students learn at their own stride. It is unrestricted self-learning panache in which instantaneous reinforcement, comment is provided to practice exercise, which stimulate the students and build curiosity in them.

Modular approach helps to maximize the chances of student involvement in classroom in respect to accomplish the given tasks at the spot. This research substantiated that the modular teaching is more operational approach in order to teach university students. Modular approach is an inimitable way of teaching so the teachers should be provided adequate training about how to strategize and implement a module in classroom setting.

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