



Development and Evaluation of Proposed Modules on Great Books

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Abstract— The COVID-19 pandemic transformed the educational landscape and imposed numerous changes and challenges for learners, teachers, and higher educational institutions around the world. The sudden transition to Open and Distance Learning quickly required the adaptability and creativity of teachers and schools in using unconventional strategies such as distribution of modules. This study aimed to evaluate the researcher-made modules for the subject Great Books. Data were collected from three groups: students, teachers, and librarians. Results revealed that majority of the respondents are female aged 25 years old and below. Further, the student-respondents strongly agree on the modules in terms of its format, language, learning outcomes, content, and assessment tasks. On one hand, both teacher- and librarian-respondents generally agree on the modules. Overall, the total respondents agree on the modules' format, language, learning outcomes, content, and assessment tasks.

Keywords— modules, literature, great books.

INTRODUCTION

Education remains to be one of the keys to a successful nation even in the 21st century. As humans continue to explore and discover new knowledge, education concurrently evolves and responds to needs of the society. Paradigm shifts in education have now focused to the development of lifelong learning, global democratization of knowledge, and development of knowledge society (Cheng, 2019; Blessinger et al., 2018; Vargas, 2017).

The Philippines' Department of Education (DepEd) and Commission on Higher Education (CHED) encouraged the use of learning resources such as modules remains a common approach used both in the basic and higher education. Macalde (2020) proposed that the use of self-instructional modules is recommended for areas where there is poor or no internet connection, students have some mobile phones or no technology at all, and the digital literacy of students is at the Beginner level.

The goal of the module is to provide resources to teachers that will allow them transform their classrooms into active, student-centered learning environments. Thus, it is vital that modules are properly crafted to maximize the potentials of students.

Higher education institutions are encouraged to make their own instructional materials, since not all courses have available textbooks, while those from foreign authors are devoid of the Philippine context. Locally suited instructional materials in higher education facilitate meaningful learning (Portana et al. 2021; Nicolas, 2020). To this date, there is no suggested syllabus provided by CHED nor a standard textbook solely dedicated to Great Books, one of the general education subjects in the tertiary level. This results to teachers using books related to World Literature and Philippine Literature subjects as their primary references for the course Great Books.

OBJECTIVES OF THE STUDY

The dearth of materials such as syllabus, textbooks urged the researcher to develop modules for Great Books. Moreover, the widespread use of modules in time of the pandemic to deliver education calls for an immediate action to produce quality materials and resources. Further, the developed modules will be evaluated by students, teachers, and librarians.

METHODOLOGY

The researcher utilized a descriptive-survey describe demographic profile of the respondents as well as their evaluation of the modules in terms of format, language, learning outcomes, content, and assessment tasks. The respondents are composed students who have taken the course, faculty members in the college level who have taught English language and literature-related subjects, and librarians.

Meanwhile, the researcher utilized researcher-developed modules on Great Books and a survey questionnaire. The survey questionnaire underwent content evaluation and reliability testing to ensure its validity and reliability. An online format of the instrument was prepared and distributed to the respondents.

RESULTS AND DISCUSSION

Demographic Profile of the Student-Respondents

Table 1 shows the frequency and percentage of the student-respondents' demographic profile:

- **Sex.** Majority of the student-respondents are female with 30 or 70% compared to male with 7 or 18.92%.
- **Age.** In terms of age, majority of the student-respondents are 25 years old and below with 36 or 97.30% while only one student-respondent is aged 26-35 years old.
- **Program.** A total of 16 or 42.24% of the student-respondents are taking Bachelor of Secondary Education major in English, followed by Bachelor of Elementary education with 14 or 37.84%, Bachelor of Secondary Education major in Filipino with 6 or 16.22%, and Bachelor of Arts in English Language with 1 or 2.70%. Meanwhile, there is no student-respondent taking Bachelor of secondary Education major in Math.

Table 1. Demographic Profile of the Student-Respondents

Sex	f	%
Male	7	18.92
Female	30	81.08
Total	37	100.00
Age	f	%
25 and below	36	97.30
26-35	1	2.70
36-45	0	0.00
46 and above	0	0.00
Total	37	100.00



Program	f	%
Bachelor of Arts in English Language	1	2.70
Bachelor of Elementary Education	14	37.84
Bachelor of Secondary Education major in English	16	43.24
Bachelor of Secondary Education major in Math	0	0.00
Bachelor of Secondary Education major in Filipino	6	16.22
Total	37	100.00
Year Level	f	%
1st Year	1	2.70
2nd Year	22	59.46
3rd Year	14	37.84
4th Year	0	0.00
Total	37	100.00

Demographic Profile of the Teacher-Respondents

Table 2 reveals the frequency and percentage of the teacher-respondents' demographic profile:

- **Sex.** Majority of the teacher-respondents are female with 3 or 75% compared to male with 1 or 25.00%.
- **Age.** In terms of age, majority of the teacher-respondents are aged 26-35 years old with 3 or 75.00% while only one teacher-respondent is aged 36-45 years old.
- **Years in Service.** Data shows that 2 or 50.00% of the respondents have served 10 years and above, 1 or 25.00% have served 7-9 years, and 1 have served 4-6 years.
- **Highest Educational Attainment.** In terms of highest educational attainment, 4 or 100.00% of the teacher-respondents are Master's Degree holder.

Table 2. Demographic Profile of the Teacher-Respondents

Sex	f	%
Male	1	25.00
Female	3	75.00
Total	4	100.00
Age	f	%
25 and below	0	0.00
26-35	3	75.00
36-45	1	25.00
46 and above	0	0.00
Total	4	100.00
Years in Service	f	%
1-3 Years	0	0.00



4-6 Years	1	25.00
7-9 Years	1	25.00
10 Years and Above	2	50.00
Total	4	100.00
Highest Educational Attainment	f	%
Bachelor Degree	0	0.00
Master's Degree	4	100.00
Doctorate Degree	0	0.00
Total	4	100.00

Demographic Profile of the Librarian-Respondents

Table 3 reveals the frequency and percentage of the librarian-respondents' demographic profile:

- **Sex.** In terms of sex, 4 or 100.00% of the librarian-respondents are female.
- **Age.** Data shows that 2 or 50.00% of the librarian-respondents are aged 25 years old and below. Then, 1 or 25.00% is aged 36-45, and 1 or 25.00% is aged 46 years old and above.
- **Years in Service.** Two or 50.00% of the librarian respondents have served for more than 10 years and above, 1 or 35.00% has served for 4-6 years, and 1 or 25.00% has served for 1-3 years.
- **Highest Educational Attainment.** In terms of highest educational attainment, 3 or 75.00% of the librarian-respondents are Master's Degree holder, and 1 or 25.00% is a Bachelor Degree holder.

Table 3. Demographic Profile of the Librarian-Respondents

Sex	f	%
Male	0	0.00
Female	4	100.00
Total	4	100.00
Age	f	%
25 and below	2	50.00
26-35	0	0.00
36-45	1	25.00
46 and above	1	25.00
Total	4	100.00
Years in Service	f	%
1-3 Years	1	25.00
4-6 Years	1	25.00
7-9 Years	0	0.00
10 Years and Above	2	50.00
Total	4	100.0

Highest Educational Attainment	f	%
Bachelor Degree	1	25.00
Master's Degree	3	75.00
Doctorate Degree	0	0.00
Total	4	100.00

Evaluation of the Student-Respondents on the Modules on Great Books

Table 4 presents the results of the data analysis in the evaluation of student-respondents on the modules on Great Books.

Format. In terms of format, the student-respondents strongly agree that the sequencing of the topics is appropriate to the students (=3.70), the modules are chronologically presented in conjunction with course syllabus (=3.68), the modules are designed and constructed to include the essential elements of teaching modules (=3.68), there are provisions for the development of higher, cognitive skills such as critical thinking, creativity, learning by doing (=3.68), and the lessons are arranged from simple to complex (=3.62), the sequencing of topics within each learning cell facilitates the achievement of learning outcomes (=3.62), and the instructional approach generally calls for optimum student participation (=3.51).

In general, the student-respondents strongly agree on the format of the modules (=3.64).

Language. In terms of language, the student-respondents strongly agree that the vocabulary level is appropriate to the level of understanding of the students (=3.57), and the modules are written in simple, clear, and easy to understand language (=3.51).

In general, the student-respondents strongly agree on the language used in the modules (=3.54).

Learning Outcomes. In terms of language, the student-respondents strongly agree that the learning outcomes are geared toward the development of the learner (=3.65), the learning outcomes in the modules support the attainment of the general learning outcomes of the course (=3.59), the learning outcomes give the overview of what can be expected in the modules (=3.59), there is congruence between learning outcomes and subject matter (=3.57), and the rationale and learning outcomes found in the modules provide students with enough information about the modules (=3.57).

Meanwhile, the student-respondents agree that the learning outcomes are stated in behavioral manner (=3.46), and the contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners (=3.43).

In general, the student-respondents strongly agree on the learning outcomes in the modules (=3.55).



Content. In terms of language, the student-respondents strongly agree that the contents of the proposed modules are relevant to local conditions. (=3.65), the topic in the modules are written in accordance with the prescribed course syllabus (=3.62), the modules provide a means for the student to monitor his own development in logic (=3.59), self-testing done after lesson to ensure mastery (=3.59), the proposed modules adequately cover the entire topics necessary under the subject (=3.57), the modules provide adequate background information about the course (=3.57), the suggested exercises consist of a variety of problems and solution for students (=3.57), and concepts are easily explained with adequate illustrations and exercises (=3.57).

In general, the student-respondents strongly agree on the contents of the modules (=3.59).

Assessment Tasks. In terms of language, the student-respondents strongly agree the assessment tasks included in each modules serve to facilitate better understanding of the topic (=3.73), the assessment tasks enhance students' knowledge of the subject matter (=3.70), the assessment tasks enhance students' understanding of the subject matter (=3.70), the assessment tasks serve to facilitate better understanding of topics discussed (=3.57), the assessment tasks lead the students to appreciate the subject and motivate them to learn (=3.62), there are adequate and varied assessment tasks to make students fully understand and comprehend concepts (=3.62), the suggested assessment tasks stimulate critical thinking (=3.62), the summary of answers at the end of each lesson help the students reinforce their understanding on how to solve and present systematic solution for a particular problem (=3.59), the assessment tasks are sufficient to enhance the development of student's skills involving English (=3.51), and the assessment tasks are suitable to the needs of the students (=3.51).

On the other hand, the student-respondents agree the assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose (=3.49).

In general, the student-respondents strongly agree on the assessment tasks of the modules (=3.62).

Overall, the student-respondents agree on the validity of the Modules on Great Books (=3.59).

Table 4. Evaluation of the Student-Respondents on the Modules on Great Books

FORMAT		DESC
1. The modules are chronologically presented in conjunction with course syllabus.	3.68	Strongly Agree
2. Sequencing of the topics is appropriate to the students.	3.70	Strongly Agree
3. The lessons are arranged from simple to complex.	3.62	Strongly Agree
4. The modules are designed and constructed to include the essential elements of teaching modules.	3.68	Strongly Agree
5. Instructional Approach generally calls for optimum student participation.	3.51	Strongly Agree
6. The sequencing of topics within each learning cell facilitates the achievement of learning outcomes.	3.62	Strongly Agree

7. There are provisions for the development of higher, cognitive skills such as critical thinking, creativity, learning by doing.	3.68	Strongly Agree
Sub-mean	3.64	Strongly Agree
LANGUAGE		DESC
1. The modules are written in simple, clear, and easy to understand language.	3.51	Strongly Agree
2. The vocabulary level is appropriate to the level of understanding of the students.	3.57	Strongly Agree
Sub-mean	3.54	Strongly Agree
LEARNING OUTCOMES		DESC
1. The learning outcomes in the modules support the attainment of the general learning outcomes of the course.	3.59	Strongly Agree
2. The learning outcomes give the overview of what can be expected in the modules.	3.59	Strongly Agree
3. The learning outcomes are geared toward the development of the learner.	3.65	Strongly Agree
4. The learning outcomes are stated in behavioral manner.	3.46	Agree
5. Contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners.	3.43	Agree
6. There is congruence between learning outcomes and subject matter.	3.57	Strongly Agree
7. The rationale and learning outcomes found in the modules provide students with enough information about the modules.	3.57	Strongly Agree
Sub-mean	3.55	Strongly Agree
CONTENT		DESC
1. The proposed modules adequately cover the entire topics necessary under the subject.	3.57	Strongly Agree
2. The topic in the modules are written in accordance with the prescribed course syllabus.	3.62	Strongly Agree
3. The modules provide adequate background information about the course.	3.57	Strongly Agree
4. The modules provide a means for the student to monitor his own development in logic.	3.59	Strongly Agree
5. The suggested exercises consist of a variety of problems and solution for students.	3.57	Strongly Agree
6. The contents of the proposed modules are relevant to local conditions.	3.65	Strongly Agree
7. Concepts are easily explained with adequate illustrations and exercises.	3.57	Strongly Agree
8. Self-testing done after lesson to ensure mastery.	3.59	Strongly Agree
Sub-mean	3.59	Strongly Agree
ASSESSMENT TASKS		DESC
1. The assessment tasks enhance students' knowledge of the subject matter.	3.70	Strongly Agree



2. The assessment tasks enhance students' understanding of the subject matter.	3.70	Strongly Agree
3. The assessment tasks included in each modules serve to facilitate better understanding of the topic.	3.73	Strongly Agree
4. The assessment tasks are sufficient to enhance the development of student's skills involving English.	3.51	Strongly Agree
5. The summary of answers at the end of each lesson helps the students reinforce their understanding on how to solve and present systematic solution for a particular problem.	3.59	Strongly Agree
6. The assessment tasks lead the students to appreciate the subject and motivate them to learn.	3.62	Strongly Agree
7. There are adequate and varied assessment tasks to make students fully understand and comprehend concepts.	3.62	Strongly Agree
8. The suggested assessment tasks stimulate critical thinking.	3.62	Strongly Agree
9. The assessment tasks serve to facilitate better understanding of topics discussed.	3.70	Strongly Agree
10. The assessment tasks are suitable to the needs of the students.	3.51	Strongly Agree
11. The assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose.	3.49	Agree
Sub-mean	3.62	Strongly Agree
Overall Mean	3.59	Strongly Agree

N=37; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree – mean; Desc - Description

Evaluation of the Teacher-Respondents on the Modules on Great Books

Table 5 presents the results of the data analysis in the evaluation of teacher-respondents on the modules on Great Books.

Format. In terms of format, the teacher-respondents strongly agree that the modules are chronologically presented in conjunction with course syllabus ($=3.75$) and that the sequencing of the topics is appropriate to the students ($=3.75$), instructional Approach generally calls for optimum student participation, there are provisions for the development of higher ($=3.25$), cognitive skills such as critical thinking, creativity, learning by doing ($=3.25$).

Further, the teacher-respondents agree that the lessons are arranged from simple to complex ($=3.00$), the modules are designed and constructed to include the essential elements of teaching modules ($=3.00$), and the sequencing of topics within each learning cell facilitates the achievement of learning outcomes ($=3.00$).

In general, the teacher-respondents agree on the format of the modules on Great Books ($=3.29$).



Language. In terms of language, the teacher-respondents, strongly agree that the modules are written in simple, clear, and easy to understand language that the vocabulary level is appropriate to the level of understanding of the students (=3.50), and the vocabulary level is appropriate to the level of understanding of the students (=3.50).

In general, the teacher-respondents strongly agree on the language of the modules (=3.50).

Learning Outcomes. In terms of learning outcomes, the teacher-respondents strongly agree that the learning outcomes give the overview of what can be expected in the modules (=3.75), the learning outcomes in the modules support the attainment of the general learning outcomes of the course (=3.50), the learning outcomes are stated in behavioral manner (=3.50), and the rationale and learning outcomes found in the modules provide students with enough information about the modules (=3.50).

Meanwhile, they agree that the learning outcomes are geared toward the development of the learner (=3.25), there is congruence between learning outcomes and subject matter (=3.25), and contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners (=3.00).

In general, the teacher-respondents agree on the learning outcomes of the modules (=3.39).

Content. In terms of content, the teacher-respondents strongly agree that the topic in the modules are written in accordance with the prescribed course syllabus (=3.75), the modules provide adequate background information about the course (=3.75), the proposed modules adequately cover the entire topics necessary under the subject (=3.50), and self-testing done after lesson to ensure mastery (=3.50).

On the other hand, the teacher-respondents agree that there the contents of the proposed modules are relevant to local conditions (=3.25), the suggested exercises consist of a variety of problems and solution for students (=3.00), the modules provide a means for the student to monitor his own development in logic (=2.75), and the concepts are easily explained with adequate illustrations and exercises (=2.75).

In general, the teacher-respondents, agree on the content of the proposed modules (=3.28).

Assessment Tasks. In terms of assessment tasks, the teacher-respondents strongly agree that the assessment tasks enhance students' knowledge of the subject matter (=3.50), and the assessment tasks enhance students' understanding of the subject matter.

Meanwhile, the teacher-respondents agree that the assessment tasks are sufficient to enhance the development of student's skills involving English (=3.25), the summary of answers at the end of each lesson help the students reinforce their understanding on how to solve and present systematic solution for a particular problem (=3.25), the assessment tasks included in each modules serve to facilitate better understanding of the topic (=3.00), The assessment tasks lead the students to appreciate the subject and motivate them to learn (=3.00), there are adequate and varied assessment tasks to make students fully understand and comprehend concepts (=3.00), the

suggested assessment tasks stimulate critical thinking (=3.00), the assessment tasks serve to facilitate better understanding of topics discussed (=3.00), the assessment tasks are suitable to the needs of the students (=3.00), and the assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose (=2.75).

In general, the teacher-respondents agree on the assessment tasks of the modules on Great Books (=3.11).

Overall, the teacher-respondents agree on the validity of the modules on Great Books (=3.31).

Table 5. Evaluation of the Teacher-Respondents on the Modules on Great Books

FORMAT		DESC
1. The modules are chronologically presented in conjunction with course syllabus.	3.75	Strongly Agree
2. Sequencing of the topics is appropriate to the students.	3.75	Strongly Agree
3. The lessons are arranged from simple to complex.	3.00	Agree
4. The modules are designed and constructed to include the essential elements of teaching modules.	3.00	Agree
5. Instructional Approach generally calls for optimum student participation.	3.25	Agree
6. The sequencing of topics within each learning cell facilitates the achievement of learning outcomes.	3.00	Agree
7. There are provisions for the development of higher, cognitive skills such as critical thinking, creativity, learning by doing.	3.25	Agree
Sub-mean	3.29	Agree
Language		Desc
1. The modules are written in simple, clear, and easy to understand language.	3.50	Strongly Agree
2. The vocabulary level is appropriate to the level of understanding of the students.	3.50	Strongly Agree
Sub-mean	3.50	Strongly Agree
LEARNING OUTCOMES		DESC
1. The learning outcomes in the modules support the attainment of the general learning outcomes of the course.	3.50	Strongly Agree
2. The learning outcomes give the overview of what can be expected in the modules.	3.75	Strongly Agree
3. The learning outcomes are geared toward the development of the learner.	3.25	Agree
4. The learning outcomes are stated in behavioral manner.	3.50	Strongly Agree
5. Contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners.	3.00	Agree
6. There is congruence between learning outcomes and subject matter.	3.25	Agree

7. The rationale and learning outcomes found in the modules provide students with enough information about the modules.	3.50	Strongly Agree
Sub-mean	3.39	Agree
CONTENT		DESC
1. The proposed modules adequately cover the entire topics necessary under the subject.	3.50	Strongly Agree
2. The topic in the modules are written in accordance with the prescribed course syllabus.	3.75	Strongly Agree
3. The modules provide adequate background information about the course.	3.75	Strongly Agree
4. The modules provide a means for the student to monitor his own development in logic.	2.75	Agree
5. The suggested exercises consist of a variety of problems and solution for students.	3.00	Agree
6. The contents of the proposed modules are relevant to local conditions.	3.25	Agree
7. Concepts are easily explained with adequate illustrations and exercises.	2.75	Agree
8. Self-testing done after lesson to ensure mastery.	3.50	Strongly Agree
Sub-mean	3.28	Agree
ASSESSMENT TASKS		DESC
1. The assessment tasks enhance students' knowledge of the subject matter.	3.50	Strongly Agree
2. The assessment tasks enhance students' understanding of the subject matter.	3.50	Strongly Agree
3. The assessment tasks included in each modules serve to facilitate better understanding of the topic.	3.00	Agree
4. The assessment tasks are sufficient to enhance the development of student's skills involving English.	3.25	Agree
5. The summary of answers at the end of each lesson helps the students reinforce their understanding on how to solve and present systematic solution for a particular problem.	3.25	Agree
6. The assessment tasks lead the students to appreciate the subject and motivate them to learn.	3.00	Agree
7. There are adequate and varied assessment tasks to make students fully understand and comprehend concepts.	3.00	Agree
8. The suggested assessment tasks stimulate critical thinking.	3.00	Agree
9. The assessment tasks serve to facilitate better understanding of topics discussed.	3.00	Agree
10. The assessment tasks are suitable to the needs of the students.	3.00	Agree
11. The assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose.	2.75	Agree



Sub-mean	3.11	Agree
Overall Mean	3.31	Agree

N=37; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree – mean; Desc - Description

Evaluation of the Librarian-Respondents on the Modules on Great Books

Table 6 presents the results of the data analysis in the evaluation of librarian-respondents on the modules on Great Books.

Format. The librarian-respondents strongly agree that the sequencing of the topics is appropriate to the students (=3.50), the lessons are arranged from simple to complex (=3.50), and the modules are designed and constructed to include the essential elements of teaching modules (=3.50).

Meanwhile, they agree that modules are chronologically presented in conjunction with course syllabus (=3.25), there are provisions for the development of higher, cognitive skills such as critical thinking, creativity, learning by doing (=3.25), instructional approach generally calls for optimum student participation (=3.00), and the sequencing of topics within each learning cell facilitates the achievement of learning outcomes (=3.00).

In general, the librarian-respondents agree on the format of the modules (=3.29).

Language. In terms of language, the librarian-respondents agree that the modules are written in simple, clear, and easy to understand language (=3.25), and the vocabulary level is appropriate to the level of understanding of the students (=3.25).

In general, the librarian-respondents agree on the language used in the modules (=3.25).

Learning Outcomes. In terms of learning outcomes, the librarian-respondents strongly agree that the learning outcomes give the overview of what can be expected in the modules (=3.50), and the learning outcomes are geared toward the development of the learner (=3.50).

On one hand, the librarian-respondents agree that the learning outcomes in the modules support the attainment of the general learning outcomes of the course (=3.25), the learning outcomes are stated in behavioral manner (=3.25), there is congruence between learning outcomes and subject matter, the contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners (=3.00), the rationale and learning outcomes found in the modules provide students with enough information about the modules (=3.00).

In general, the librarian-respondents agree on the learning outcomes of the modules (=3.25).



Content. In terms of learning outcomes, the librarian-respondents strongly agree that the self-testing done after lesson to ensure mastery (=3.75), and concepts are easily explained with adequate illustrations and exercises (=3.50).

Meanwhile, the librarian respondents agree that the modules provide adequate background information about the course (=3.25), the modules provide a means for the student to monitor his own development in logic (=3.25), the contents of the proposed modules are relevant to local conditions (=3.25), the topic in the modules are written in accordance with the prescribed course syllabus(=3.00), the suggested exercises consist of a variety of problems and solution for students (=3.00), and the proposed modules adequately cover the entire topics necessary under the subject (=2.75).

In general, the librarian-respondents agree on the learning outcomes of the modules (=3.22).

Assessment tasks. The librarian-respondents strongly agree that the assessment tasks lead the students to appreciate the subject and motivate them to learn (=3.75), the assessment tasks serve to facilitate better understanding of topics discussed (=3.75), the assessment tasks enhance students' knowledge of the subject matter (=3.50), the assessment tasks enhance students' understanding of the subject matter (=3.50), the assessment tasks included in each modules serve to facilitate better understanding of the topic (=3.50), the assessment tasks are sufficient to enhance the development of student's skills involving English (=3.50), there are adequate and varied assessment tasks to make students fully understand and comprehend concepts (=3.50), and the suggested assessment tasks stimulate critical thinking (=3.50).

Meanwhile, they agree that the assessment tasks are suitable to the needs of the students (=3.00), the assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose (=3.00), and the summary of answers at the end of each lesson help the students reinforce their understanding on how to solve and present systematic solution for a particular problem (=2.75).

In general, the librarian-respondents agree on the learning tasks of the modules (=3.39).

Overall, the librarian-respondents agree on the validity of the modules on Great Books (=3.28).

Table 6. Evaluation of the Librarian-Respondents on the Modules on Great Books

FORMAT		DESC
1. The modules are chronologically presented in conjunction with course syllabus.	3.25	Agree
2. Sequencing of the topics is appropriate to the students.	3.50	Strongly Agree
3. The lessons are arranged from simple to complex.	3.50	Strongly Agree
4. The modules are designed and constructed to include the essential elements of teaching modules.	3.50	Strongly Agree

5. Instructional Approach generally calls for optimum student participation.	3.00	Agree
6. The sequencing of topics within each learning cell facilitates the achievement of learning outcomes.	3.00	Agree
7. There are provisions for the development of higher, cognitive skills such as critical thinking, creativity, learning by doing.	3.25	Agree
Sub-mean	3.29	Agree
LANGUAGE		DESC
1. The modules are written in simple, clear, and easy to understand language.	3.25	Agree
2. The vocabulary level is appropriate to the level of understanding of the students.	3.25	Agree
Sub-mean	3.25	Agree
LEARNING OUTCOMES		DESC
1. The learning outcomes in the modules support the attainment of the general learning outcomes of the course.	3.25	Agree
2. The learning outcomes give the overview of what can be expected in the modules.	3.50	Strongly Agree
3. The learning outcomes are geared toward the development of the learner.	3.50	Strongly Agree
4. The learning outcomes are stated in behavioral manner.	3.25	Agree
5. Contact (instruction) time for the modules is sufficient to effect desired mastery of learning outcomes and content by learners.	3.00	Agree
6. There is congruence between learning outcomes and subject matter.	3.25	Agree
7. The rationale and learning outcomes found in the modules provide students with enough information about the modules.	3.00	Agree
Sub-mean	3.25	Agree
CONTENT		DESC
1. The proposed modules adequately cover the entire topics necessary under the subject.	2.75	Agree
2. The topic in the modules is written in accordance with the prescribed course syllabus.	3.00	Agree
3. The modules provide adequate background information about the course	3.25	Agree
4. The modules provide a means for the student to monitor his own development in logic.	3.25	Agree
5. The suggested exercises consist of a variety of problems and solution for students.	3.00	Agree
6. The contents of the proposed modules are relevant to local conditions.	3.25	Agree
7. Concepts are easily explained with adequate illustrations and exercises.	3.50	Strongly Agree
8. Self-testing done after lesson to ensure mastery.	3.75	Strongly Agree

Sub-mean	3.22	Agree
ASSESSMENT TASKS		DESC
1. The assessment tasks enhance students' knowledge of the subject matter.	3.50	Strongly Agree
2. The assessment tasks enhance students' understanding of the subject matter.	3.50	Strongly Agree
3. The assessment tasks included in each modules serve to facilitate better understanding of the topic.	3.50	Strongly Agree
4. The assessment tasks are sufficient to enhance the development of student's skills involving English.	3.50	Strongly Agree
5. The summary of answers at the end of each lesson helps the students reinforce their understanding on how to solve and present systematic solution for a particular problem.	2.75	Agree
6. The assessment tasks lead the students to appreciate the subject and motivate them to learn.	3.75	Strongly Agree
7. There are adequate and varied assessment tasks to make students fully understand and comprehend concepts.	3.50	Strongly Agree
8. The suggested assessment tasks stimulate critical thinking.	3.50	Strongly Agree
9. The assessment tasks serve to facilitate better understanding of topics discussed.	3.75	Strongly Agree
10. The assessment tasks are suitable to the needs of the students	3.00	Agree
11. The assessment tasks are not explicitly lifted from the textbook, instead, they were painstakingly prepared for the purpose.	3.00	Agree
Sub-mean	3.39	Agree
Overall Mean	3.28	Agree

N=37; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree – mean; Desc - Description

Evaluation of the Total Respondents on the Modules on Great Books

Table 7 shows the evaluation on the modules on Great Books of the total respondents of the study.

Significantly, the student-respondents strongly agree on all the criterion of the modules while the teacher-respondents only strongly agree on the language of the modules.

Overall, the total respondents agree on the format, language, learning outcomes, content, and assessment tasks of the modules on Great Books (=3.39).

Table 7. Evaluation of the Total Respondents on the Modules on Great Books

Criterion	Student ()	Teacher ()	Librarian ()	Overall	Desc
1. Format	3.64	3.29	3.29	3.41	Agree

2. Language	3.54	3.50	3.25	3.43	Agree
3. Learning Outcomes	3.55	3.39	3.25	3.40	Agree
4. Content	3.59	3.28	3.22	3.36	Agree
5. Assessment Tasks	3.62	3.11	3.39	3.37	Agree
Mean	3.59	3.31	3.28	3.39	Agree

N=45; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree – mean; Desc - Description

CONCLUSION

Based on the preceding discussion, the following conclusions are drawn:

- Majority of the student-, teacher-, and librarian- respondents are female with ages from 25 and below.
- Most of the teacher- and librarian-respondents are Master's degree holder. Further, no teacher- nor librarian-respondent holds a Doctorate degree.
- Noticeably, student-respondents strongly agree on the modules while teacher- and librarian-respondents only agree.
- Overall, the evaluation on the modules on Great Books shows that respondents agree in terms of the format, language, learning outcomes, content, and assessment tasks.

RECOMMENDATION

In accordance to the findings and conclusions, the following propositions are offered:

1. The modules on Great Books should undergo quality assurance before distribution and usage to ensure that the material adheres to quality standard.
2. Students' preference on the format and design may be taken into consideration for further improvement of the modules.
3. Teachers and librarians must be encouraged to complete Doctorate degree for professional growth.
4. Teachers handling Great Books may further improve the proposed modules by implementing it during the teaching of the subject.
5. Higher educational institutions may establish a quality assurance committee to outline procedures and to assess learning materials produced by school personnel.
6. DepEd, CHED, and higher educational institutions may provide trainings and workshops on modules development to provide teachers the knowledge and skills needed to create modules and other learning materials responsive to the needs of the students and of the learning environment.

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