

Acceptability of a Developed Teaching Module on Selected Writings of Jose Rizal

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Abstract – This study primarily aimed to design a teaching module on selected writings of Jose Rizal. It employed the development method in the first phase wherein a module said writings of the national hero as prescribed in the syllabus for the subject *Life, Works, and Writings of Jose Rizal* were crafted. Five (5) evaluators for both content and design acceptability assessed the module with all of the criteria deemed as highly acceptable (objectives, content/subject matter, organization and presentation, discussion aids and guide questions, learning activities, evaluative exercises, design characteristics, and adaptability). It can be concluded that the teaching module is deemed highly acceptable by the teacher-evaluators in the different areas of concern. This indicates that the teaching module can be used in teaching Rizal's writings. With the teaching module being rated as highly acceptable, the researcher strongly suggests the utilization of this instructional material in teaching Rizal's writings. The teaching module should also be validated through actual use in the classroom. The teaching module can also be converted to a learning module catering primarily to the students. Moreover, teachers should be encouraged to develop instructional materials like a module, particularly on subjects/topics where most students encounter difficulty. Further research works on constructing instructional materials using the modular approach in other fields of Social Sciences are also recommended.

Keywords – module, teaching module, writings of Jose Rizal, content and design acceptability

INTRODUCTION

The *Life, Works, and Writings of Jose Rizal* is a three-unit course included in the curricula of all universities and colleges in the Philippines. The subject deals with the socio-cultural, political, and economic conditions of the Philippines in the 19th century and how these factors led to the development of Filipino national consciousness with the able leadership of Dr. Jose Rizal. But sad to say, in the personal experience of the researcher, not a few students question the relevance of the Rizal course in the present times and in the conduct of their personal lives.

It was Claro M. Recto, a fervent Filipino nationalist, who saw the need to reinvent Filipino nationalism through a thorough study of Jose Rizal's life, works, and writings (Pasigui and Cabalu, 2006). Recto believed that the mixture of social, political, and economic woes in the country in the 1950s necessitated the need to reinforce Filipino nationalism. Recto, with the able assistance of Jose P. Laurel, introduced a bill in the Senate that called for the inclusion in the curricula of all public and private universities and colleges a course on the life, works and writings of Jose Rizal. The passage of the law became a battle royale between those who proposed it and those

who strongly opposed it particularly the Catholic Church. The Church hierarchy deemed many passages in Rizal's novels *Noli Me Tangere* and *El Filibusterismo* as anti-Catholic. After much horse-trading, mudslinging, and compromises, the bill became Republic Act 1425 with its passage in June 12, 1956. Keeping in mind the primary role of educational institutions in developing the character of their students, the principal authors of the law called on all schools to develop moral character, personal discipline, civic conscience, and duties of citizenship- all of which are present in the life, works, and writings of the national hero.

With the course on the *Life, Works, and Writings of Jose Rizal* still part of the new General Education curriculum in the tertiary level to be effective in School Year 2019-2020, Social Science teachers should explore designing instructional materials in teaching the unequalled achievements of the national hero. As Rio (2014) points out, one of the primary concerns of teachers has been on how to conceptualize, prepare and utilize instructional materials that are beneficial to students' effective and creative learning.

One such instructional material that can be developed in teaching Social Science subjects are modules. Self-instructional materials like modules are those which are considered to be self-contained and the



manner of presentation is such that the learning activities can be undertaken individually or in small groups (Salandanan, 2009).

Modules provide learners interesting ways to learn as found by Seco-Macarandan (2014) in her study on Araling Panlipunan modules. Ali et. Al (2010) found in their study that modular learning have a high impact on the achievement of students.

In developing modules, different criteria should be considered. In the study of Auditor and Naval (2014), the criteria on objectives, content, design characteristics, learning activities, adaptability, clarity, and evaluation were rated as acceptable to strongly acceptable.

Objectives Of The Study

This study focused on the development of a teaching module on the most important writings of Jose Rizal. Specifically, the researcher sought to answer the following: level of acceptability of the teaching module as perceived by teacher-evaluators along content in terms of objectives, subject matter, organization and presentation, discussion and guide questions, learning activities, evaluative exercises; and along design in terms of design characteristics and adaptability.

MATERIALS AND METHODS

Research Design

The first part of the study centered on the researcher's review of the reference textbooks used in the teaching of Rizal's writings. Then, a set of questionnaire was floated to teacher-respondents who evaluated the effectiveness of the reference textbooks they most frequently use in teaching Rizal's writings. In the development of the teaching module, the research and development method was utilized.

The descriptive survey method of research was employed in assessing the acceptability of the content and design of the teaching module. It was done through two sets of questionnaires, one for the content of the module and the other for the module's design, which the teacher-evaluators accomplished.

Sources of Data

The teacher-evaluators ascertained the acceptability of the teaching module. These respondents are divided into two- five Rizal instructors/professors who evaluated the acceptability of the module content and five instructors/professors who have already

designed or formulated modules in their respective fields. The latter group assessed acceptability of the teaching module's design.

Development and Evaluation of the Teaching Module

There are five major steps in developing the teaching module: first, the analysis of the topics on the writings of Jose Rizal in the most frequently used reference textbooks; second, the designing of the module; third, the development of the module; fourth, the evaluation of the module; and lastly, the revision of the module in its final form.

Aside from the researcher's personal review, the teacher-respondents evaluated the Rizal textbooks on the manner they present the national hero's writings. The result was of great help to the researcher in coming up with the appropriate content and format of the teaching module.

The designing of the teaching module entailed the following phases: 1. determining the content of the module- the researcher determined the content of the module through the teacher-respondents' evaluation of the Rizal textbooks most frequently used in teaching his most important writings; and 2. designing the module- this step in developing the module includes the planning of the format of the module, designing how the content would be presented, and writing each lesson's learning objectives with regards to the cognitive, affective, and psychomotor domains.

After all the information gathered from various instructional materials were analyzed and organized, the researcher then worked on the draft of the module. The researcher conducted library research which helped him in coming up with the content of the module. The researcher then organized the data which were gathered from textbooks, journals, newspaper clippings, internet sources, and other instructional materials on the selected writings of Jose Rizal. After which the draft of the module was constructed.

The evaluation of the teaching module included the following parts: 1. evaluation of the acceptability of the module content and design- after the draft module was produced, it was subjected to content and design evaluation by teacher-evaluators in order to determine its acceptability. Each teacher-evaluator was provided with a copy of the draft of the module; 2. revising the draft- after the content validation was done, the researcher revised the concepts/parts that need to be corrected or altered; 3. establishing the acceptability of



the module- the acceptability of the module was then determined through the results of the evaluation by the teacher-evaluators.

With the establishment of the acceptability of the teaching module, the researcher then incorporated all corrections, suggestions, ideas, and recommendations presented by the teacher-evaluators who are experts in the Rizal course and in designing modular materials.

The developed instructional material is divided into ten lessons corresponding to the selected novels, essays, and poems of Jose Rizal.

Lesson 1: *Sa Aking Mga Kababata*

Lesson 2: Poems on Education

Lesson 3: To the Filipino Youth

Lesson 4: *Noli Me Tangere*

Lesson 5: *El Filibusterismo*

Lesson 6: To the Young Women of Malolos

Lesson 7: The Philippines a Century Hence

Lesson 8: The Indolence of the Filipinos

Lesson 9: Annotations on Morga's *Sucesos de las islas Filipinas*

Lesson 10: *Mi Ultimo Adios*

Each of the lessons of the module have the following parts: objectives, content and subject matter, discussion aids and guide questions, learning activities, research and assignment topics, evaluative exercises, and newspaper and internet articles to be used in the discussion.

Research Instrument

A survey questionnaire was constructed by the researcher in evaluating the most frequently used reference textbooks in teaching Rizal's writings. This questionnaire was used to ascertain the effectiveness of the said textbooks. The questionnaire was divided into the following parts: 1. determining the teacher-respondents' profile along educational attainment and the number of years of teaching the Rizal course; 2. determining the teacher-respondents most frequently used reference textbooks in teaching the writings of Rizal; and 3. determining the perceived effectiveness of the textbooks used in teaching Rizal's writings by the teacher evaluators.

The content of the teaching module was based on several textbooks on the writings of Jose Rizal. The evaluation of the content and design of the module was done by the teacher-evaluators.

To determine the level of acceptability of the teaching module, a questionnaire for evaluating a module was used. This instrument elicited information on the level of acceptability of the module content and design. The questionnaire for evaluating the module was adopted from previous researchers with some modifications. Since the instrument was already validated and reliability-tested by earlier researchers, the instrument was deemed valid and reliable.

Statistical Treatment of Data

In analyzing the data gathered from the three sets of questionnaires, the researcher made use of the average weighted mean of the responses of the teacher-evaluators was computed. The following scale was used for purposes of interpretation: 4.51-5.00 (Very Highly Acceptable); 3.51-4.50 (Highly Acceptable); 2.51-3.50 (Moderately Acceptability); 1.51-2.50 (Slightly Acceptable); and 1.00-1.50 (Not Acceptable).

RESULTS AND DISCUSSION

Level of Acceptability of the Module Content

Educators are in unison in saying that objectives are indeed necessary in every learning activity. Instructional materials such as modules should always contain objectives. According to the data presented on the Table 1, the module objectives' development of understanding and critical thinking and attainability and measurability have the highest mean score with a rating of 4.20. This is equivalent to "highly acceptable."

Table 1. Acceptability of the Teaching Module along the Module Objectives

Indicators	Mean	DE
Specificity of the objectives	3.80	Highly acceptable
Development of critical thinking	4.20	Highly acceptable
Attainability of the objectives	4.20	Highly acceptable
Overall Mean	4.07	Highly acceptable

The module's learning objectives certainly emphasized the development of critical thinking by including objectives which are meant to make the teacher and the students analyze the selected Rizal writings. As to the learning objectives' attainability and measurability, the module provides objectives which are well within the capacity and interests of the teacher and the learners.

Among the three criteria in assessing the modular objectives, the specificity and clarity of the teaching module received the lowest mean score of 3.80 (highly acceptable). This could be due to the use of certain terms in some objectives which are quite ambiguous, as according to one teacher-evaluator. Furthermore, based on the data reflected on the same table, the overall mean score of the module objectives of the teaching module as evaluated by the teacher-evaluators is 4.07. This result is equivalent to “highly acceptable.” The findings only mean that the evaluators found the objectives of the teaching module as highly acceptable in setting the goals of learning experience that would transpire with the use of the said instructional material.

The data indicate that the objectives of the proposed teaching module in the cognitive, affective, and psychomotor domains would be of great assistance in setting the aims of the teacher in the teaching of Rizal’s writings. The suggestion of one evaluator for the improvement of the module objectives’ grammatical composition and teacher-centeredness was incorporated in the final draft of the module.

Table 2. Acceptability of the Teaching Module along the Module Content/Subject Matter

Indicators	Mean	DE
Accuracy of the discussion of the content/subject matter	4.00	Highly acceptable
Relevance of the content/subject matter to the objectives	3.80	Highly acceptable
Logical arrangement of the content/ subject matter	4.00	Highly acceptable
Unity and coherence of the presentation of the content/ subject matter	4.20	Highly acceptable
Relevance to the development of national consciousness	4.40	Highly acceptable
Overall Mean	4.08	Highly acceptable

Table 2 presents the level of acceptability of the module’s discussion of the content/subject matter as assessed by the teacher-evaluators. With a rating of 4.40, the teaching module’s relevance to the development of national consciousness received the highest mean score. This is understood as “highly acceptable.” This could be perhaps due to the module’s discussion of Rizal’s writings with a perspective on how these writings and the messages they convey would contribute to the development of national consciousness. Current issues and problems were also incorporated in the learning activities. On the other hand, the module’s unity and coherence of the presentation of the content/subject matter has a mean score of 4.20 (highly acceptable). The teaching

module’s accuracy of the discussion of the content/subject matter and logical arrangement of the content/subject matter received a rating of 4.00 which is interpreted as “highly acceptable.”

Also, the teacher-evaluators of the teaching module’s content assessed the relevance of the content/subject matter to the objectives as “highly acceptable.” It has a mean score of 3.80 making it the lowest among the five areas of concern in evaluating the proposed teaching module’s content/subject matter.

The same table illustrates the overall mean score of the module content/subject matter in evaluating the module which is 4.08. This corresponds to a high level of acceptability. The data only indicates that the teaching module’s discussion of the content/subject matter has a higher acceptability rating as compared to the effectiveness level of the discussion of the content/subject matter of some of the most frequently used reference textbooks in teaching Rizal’s writings. This means that the proposed teaching module is acceptable for use in discussing the selected Rizal’s writings.

The high level of acceptability of the discussion of the content/subject matter in the teaching module can be possibly elucidated by the researcher’s incorporation of the salient points of the textbooks’ discussions on the selected writings of the national hero. Also, the module had integrated other important information from reference materials researched from different university libraries and from the internet. This would ensure that the students would have a better grasp of the hero’s writings and the messages they convey.

Table 3. Acceptability of the Teaching Module along Organization and Presentation of the Topic

Indicators	Mean	DE
Compatibility of the content within the comprehension level of the students	3.80	Highly acceptable
Clarity of explanation of concepts	4.20	Highly acceptable
Clarity of language in terms of the vocabulary used	4.20	Highly acceptable
Accuracy of Grammar	4.40	Highly acceptable
Overall Mean	4.15	Highly acceptable

Table 3 shows the acceptability level of the proposed teaching module along its organization and presentation as evaluated by the teacher-respondents. As the table signifies, the teaching module’s grammar was given the highest rating with a mean score of 4.40. This corresponds to “highly acceptable.” The module was edited several times to root out any grammatical error. When the module was subjected to evaluation,

teacher-respondents also corrected some of the grammatical errors that they saw. These errors were rectified by the researcher during the revision of the module.

In the module’s organization and presentation, the clarity of explanation of concepts and clarity of language in terms of the vocabulary used both obtained a rating of 4.20 or “highly acceptable.” The module’s compatibility of the content within the comprehension level of the students, as the table reveals, has the lowest rating. It obtained a mean score of 3.80 which corresponds to a high level of acceptability. This high level of acceptability is highlighted by the module’s usage of terms and terminologies that are within the comprehension of the students. The poems, essays, and novels of Rizal, some of which are quite complicated to understand, were explained in simple sentences.

Finally, as evaluated by the teacher-evaluators, the table reflects a high level of acceptability on the teaching module’s organization and presentation with an overall mean score of 4.15. This could be explained by the fact that the researcher made sure that the concepts contained in the teaching module would be understood by the students as the teacher presents them. The teaching module’s highly acceptable organization and presentation would ensure that the teachers and students wouldn’t encounter confusion in understanding Rizal writings. Since the organization and presentation of the teaching module is rated “highly acceptable”, it only signifies that the instructional material could be utilized in discussing the selected most important writings of Jose Rizal.

Table 4. Acceptability of the Teaching Module along Discussion Aids and Guide Questions

Indicators	Mean	DE
Relevance to the understanding of concepts	4.00	Highly acceptable
Relevance to the content/subject matter	4.00	Highly acceptable
Development of critical thinking	4.40	Highly acceptable
Overall Mean	4.13	Highly acceptable

The table above presents the level of acceptability of the discussion aids and guide questions of the proposed teaching module. As evaluated by the teacher-respondents, the development of critical thinking of the module’s discussion aids and guide questions obtained the highest rating among the three areas of concern. It has a mean score of 4.40 which corresponds to a high level of acceptability. This could

be attributed to the fact that the module’s discussion aids and guide questions were designed in such a way that analytical thinking would be invoked by the students in dissecting the writings of Rizal.

On the other hand, the same table shows that the discussion aids and guide questions’ relevance to the understanding of concepts and to the content/subject matter of the module both received, among the three criteria, the lower mean score of 4.00 or “highly acceptable.” Discussion aids and guide questions, true to their purpose should be relevant to the students’ comprehension of the discussion of the subject matter. Finally, the module’s discussion aids and guide questions as one of the criteria in evaluating the teaching module obtained an overall mean score of 4.13. This is interpreted as “highly acceptable.” The findings indicate that the teaching module’s discussion aids and guide questions can be of great use for the teacher in discussing the lessons on Rizal’s writings. This could be possibly credited to its specific purpose to make the students understand better Rizal’s writings and the philosophies contained in them through guide questions and discussion aids which would entice them to participate actively in class interactions.

Table 5. Acceptability of the Teaching Module along the Learning Activities

Indicators	Mean	DE
Provision for the active involvement of the students	4.60	Very highly acceptable
Variation of teaching strategies	4.40	Highly acceptable
Variation of learning modes for the students	4.40	Highly acceptable
Use of various media in presenting the activities	4.60	Very highly acceptable
Relevance in enhancing concepts previously developed	4.20	Highly acceptable
Relevance to current socio-cultural, political, and economic issues and problems of the country and the world	4.60	Very highly acceptable
Compatibility to course requirements	4.20	Highly acceptable
Overall Mean	4.43	Highly acceptable

The data on Table 5 provide information on the level of acceptability of the teaching module’s learning activities as assessed by the teacher-respondents. As the table reveals, the learning activities’ provision for the active involvement of the students; use of various media in presenting the activities; and relevance to current socio-cultural, political, and economic issues and the problems of the country and the world have attained the highest rating of acceptability with all of those criteria obtaining a mean score of 4.60 or “very highly acceptable.”

The teaching module's provision for the students' active involvement attainment of a very high level of acceptability could be due to the module's inclusion of learning activities which solicits the active participation of the students. The module's use of various media such as the television, radio, and the internet among others in its learning activities could explain the "very highly acceptable" rating of the criterion on use of various media in presenting the activities. One of the objectives of the researcher in constructing the module is to make Rizal's writings relevant to current issues and problems. This is evident in the teaching module as all of the learning activities have something to do with how Rizal's writings and the messages they convey can be correlated to current issues and problems of the country and the world. This would explain the same very high level of acceptability of the criterion in assessing the learning activities' relevance to current socio-cultural, political, and economic issues and problems of the country and the world.

A glance on the same table would also reveal that the criteria on the variation of teaching strategies and variation of learning modes for the students were both given a rating of 4.40 which corresponds to "highly acceptable." With a mean score of 4.20 (highly acceptable), the learning activities' relevance in enhancing concepts previously discussed and compatibility to course requirements both have the lowest rating.

Lastly, based on the data shown on the same table, the overall mean score of the module's learning activities as evaluated by the teacher-evaluators is 4.43. This is equivalent to "highly acceptable." The results of the evaluation would only mean that the teacher-evaluators agree that the learning activities contained in the teaching module would fortify the students' comprehension of Rizal's writings and the philosophies contained in them. The said finding of the study could be probably attributed to the fact that the module contains a pool of 79 learning activities which the teacher could select to strengthen the concepts previously learned by the students.

Evaluation is inherent in every learning experience. It determines what and how much knowledge, principles, and other pieces of information have been acquired. This explains the important role of evaluative exercises in instructional materials like a module.

Table 6. Acceptability of the Teaching Module along the Evaluative Exercises

Indicators	Mean	DE
Use of varied types of tests	4.40	Highly acceptable
Wording of the exercises within the comprehension level of the students	3.80	Highly acceptable
Involvement of the students' critical thinking	4.00	Highly acceptable
Overall Mean	4.07	Highly acceptable

Table 6 illustrates the level of acceptability of the teaching module's evaluative exercises as gauged by the teacher-evaluators. It can be observed from the table that the evaluative exercises' use of varied types of tests has the highest mean score of 4.40 or "highly acceptable." The module indeed utilized several types of tests in the assessment of student performance. The finding validates Zulueta (2006) on the concept that evaluation must utilize a variety of measurement instruments and techniques to be more effective.

The data further reveal that the involvement of the students' critical thinking on the teaching module's evaluative exercises received a mean score of 4.00 (highly acceptable). Also, with a mean score of 3.80, the teacher-evaluators gave the evaluative exercises' wording within the comprehension level of the students the lowest rating. This high level of acceptability corresponds to what Zulueta (2006) said that evaluative exercises should be easy for students to understand and appropriate in the degree of difficulty. One teacher-evaluator pointed out that some words in some of the lessons' evaluative exercises are quite difficult to comprehend. This was taken into consideration when the researcher revised the teaching module. Finally, the overall mean score of the module's evaluative exercises is 4.07 which is interpreted as "highly acceptable." In assessing the students' understanding of the lessons, the results indicate that the evaluative exercises of the teaching module can be utilized effectively by the Rizal teachers.

Level of Acceptability of the Design of the Teaching Module

The data presented on Table 7 provide information on the level of acceptability of the proposed teaching module along its design characteristics as assessed by the teacher-evaluators. As reflected on the same table, the provisions for interactive teaching-learning and graphic design of the teaching module's design characteristics have obtained the highest rating

with both receiving a mean score of 4.60. This is further construed as “very highly acceptable.”

A module would provide better cooperation and interaction between a teacher and the students. The module provided an interactive teaching-learning through the various learning activities that it contain. These activities present how the teacher would be the facilitator in every learning experience. This confirms the idea that teaching is a system of interaction between the teacher and the learners.

The module’s graphic design also received a very high level of acceptability. This could be attributed to the use of a newsletter template from Microsoft Publication. Each lesson in the module has varying color themes. According to one teacher-evaluator, this is the first time that he encountered a module that has such design. This corroborates the idea that instructional materials must be attractive, inviting, and a pleasure to look at and be read.

Table 7. Acceptability of the Teaching Module along the Design Characteristics

Indicators	Mean	DE
Clarity of presentation of the rationale of the module	3.80	Highly acceptable
Clarity of instructions	4.00	Highly acceptable
Orderly presentation of the module content	4.20	Highly acceptable
Adequacy of the content	4.40	Highly acceptable
Application of appropriate teaching/learning strategies	4.40	Highly acceptable
Compatibility of the lessons to the allotted time frame	3.60	Highly acceptable
Provisions for interactive teaching-learning	4.60	Very highly acceptable
Readability	4.00	Highly acceptable
Module structure	4.20	Highly acceptable
Graphic design	4.60	Highly acceptable
Consistency of the module to the approved module format	4.40	Highly acceptable
Overall Mean	4.20	Highly acceptable

On the other hand, the module’s adequacy of content, application of appropriate teaching/learning strategies, and consistency to the approved module format each received the next highest mean score which is 4.40 which corresponds to a high level of acceptability.

The structure of the module was given a mean score of 4.20 (highly acceptable). Also, the module’s clarity of instructions and readability both obtained a rating of 4.00 or “highly acceptable.” The module lesson’s compatibility to the allotted time frame received the lowest rating with a mean score of 3.60 but is still considered as “highly acceptable.” This rating could be attributed to the 25 hours that the researcher allocated for the accomplishment of the whole module. This was found by some teacher-evaluators as quite lacking. The researcher adjusted the allotted time frame

of the teaching module to 30 hours in order to incorporate the recommendation raised by the teacher-evaluators.

Finally, the data reflected on the same table shows that the overall mean score of the module’s design characteristics is 4.20 which is interpreted as “highly acceptable.”

As the design of the module is very important in attracting the reader’s attention and in presenting an organized sequence of the content, the researcher developed the DRRRAFT (Discuss, Reflect, React! Research! Assess! Fortify! Transform!) as the structure of the module. As supported by the findings, the teacher-evaluators found this structure as very appealing and highly acceptable as a module format.

The teaching module’s design would hopefully facilitate the discussion of the writings of the national hero on the part of the teacher and the comprehension on the part of the students.

Table 8. Acceptability of the Teaching Module along Adaptability

Indicators	Mean	DE
Adaptability of the teaching module to any learning group size	4.00	Highly acceptable
Compatibility to capabilities of the teacher and students	4.00	Highly acceptable
Adaptability to the experience and interests of the teacher and students	4.00	Highly acceptable
Overall applicability in classroom instruction	4.40	Highly acceptable
Overall Mean	4.10	Highly acceptable

Table 8 presents the level of acceptability of the teaching module along its adaptability. As presented, the overall mean score of the adaptability of the teaching module as evaluated by the teacher-evaluators is 4.10. This is interpreted as “highly acceptable.” More specifically, the data on the table further reveal that the module’s adaptability along its overall applicability in classroom instruction obtained the highest mean score of 4.40 or “highly acceptable.”

On the other hand, the three other areas of concern on the module’s adaptability namely, adaptability to any learning group size, compatibility to varying capabilities of the teacher and students, and the adaptability to the experience and interests of the teacher and students have obtained a mean score of 4.00 which is construed as “highly acceptable.” The researcher also made sure that the contents and activities of the proposed instructional material are compatible to the varying interests and experiences of the Rizal teachers and students.



CONCLUSION AND RECOMMENDATION

In view of the findings of the study, it can be concluded that since the teaching module is deemed highly acceptable by the teacher-evaluators in the various criteria, it can be utilized in teaching Rizal's writings. It is then hereby recommended that the teaching module should also be validated through actual use in the classroom and can also be converted to a learning module catering primarily to the students. Teachers should be encouraged to develop instructional materials like a module, particularly on subjects/topics where most students encounter difficulty. Further research works on constructing instructional materials using the modular approach in other fields of Social Sciences are also recommended.

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