International Journal of Innovation Scientific Research and Review
Vol. 05, Issue, 02, pp.3965-3971, February 2023
Available online at http://www.journalijisr.com
SJIF Impact Factor 4.95

IJISRR

ISSN: 2582-6131

Research Article

ANINSTRUCTIONALPACKAGEIN ESTRUKTURA NG WIKANG FILIPINO: DEVELOPMENT AND EVALUATION

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Received 14th December 2022; Accepted 15th January 2023; Published online 20th February 2023

ABSTRACT

In this study, a module and slide text instructional package (IP) for EstrukturangWikang Filipino (EWF) were developed and evaluated using the design-based research methodology. An IP was developed based on the competencies that students of the subject had the least mastery of. Experts, educators, and students evaluated the physical aspect, goals, content, activities, and assessment of the student module using a questionnaire. The slide text, on the other hand, was evaluated based on its presentation, content, and visual clarity. The IP was utilized by two college professors and ninety (90) BSED-qualified Filipino students. The standard deviation and mean were used to determine the level of IP efficiency. According to the evaluations of experts, teachers, and students, the results demonstrated that the IP had a very high degree of efficiency in all areas. Additionally, there were no discernible differences in experts' and teachers' assessments of the generated IP'seffectiveness and usefulness. As a result, the generated IP is a useful tool for students taking the EWF to address their least developed competencies. The results implied that in developing instructional materials, it is important that both students and teachers should be provided with their needed materials. Thus, the said package was recommended to be used in teaching the course EWF.

Keywords: development, Estruktura ng Wikang Filipino, evaluation, instructional package.

INTRODUCTION

Background of the study

The transition from a ten-year basic education to a twelve-year program, made possible by the joint efforts of the Department of Education (DepEd), Technical Education Skills Development Authority (TESDA) and Commission on Higher Education (CHED), is causing problems for the educational system, particularly at the tertiary level. Not enough classrooms, properly qualified teachers, educational supplies and books, as well as chairs and desks that students and learners could utilize, were among these issues (San Diego, 2015). In order to be able to adapt to this system and way of learning for students, it is appropriate that teachers themselves should innovate to make students' learning more interesting and meaningful. Instruction must also be tailored to students' technological needs and the curriculum should be designed to provide a collaborative student-centered environment so that they are encouraged to participate in class. According to Boholano (2017), now that technology has been included in the modern curriculum, it is the teacher's duty to enhance his ability to use this technology in his teaching. Because of this, the researcher attempted to evaluate the developed instructional package in the subject Estruktura ng Wikang Filipino which includes the following: students' module on the least mastered competencies; and slide text or power point presentations of module lessons based on the obedized course syllabus that the teacher can use to discuss and further attract students who belong to the generation of rapid proliferation of technology.

Statement of the Problem. The purpose of this study was to create and assess an instructional package in teaching the course Estruktura ng Wikang Filipino during the Academic Year 2019-2020, second semester at West Visayas State University (WVSU), Iloilo.

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This research specifically aimed to respond to the following questions:

1. What are the least mastered competencies of students in Estruktura ng Wikang Filipino?
2. What instructional package can be developed to address the least mastered competencies of students in Estruktura ng Wikang Filipino?
3. What's the students' and teachers' evaluation on the efficiency of the developed instructional package in Estruktura ng Wikang Filipino?
4. What is the level of usability of the instructional package in Estruktura ng Wikang Filipino?
5. Is there a significant difference in the evaluation of experts and students in the developed module, slide text, and usability of an instructional package?

RESEARCH DESIGN AND METHODOLOGY

This study has a Design-Based Research (DBR)approach. This design is believed to be the most practical method that can bring research and its practice closer to education. The study utilized the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as a research design because its purpose is to create and assess the instructional package as a teaching and learning too. Students, teachers, and experts were the respondents to the study. There were 187 BSED -Filipino students who participated in the study. Forty(40) of them are BSED Filipino Second Year students who took the test to determine the reliable items, 57 of them participated in the pilot testing of the 75 item test to determine the students' least mastered competencies in Estruktura ng Wikang Filipino, and 90 of them from BSED -Filipino first year students utilized and evaluated the usability and efficiency of the instructional package. On the other hand, nine teachers of which two of them used the instructional package and others are experts in teaching Filipino subjects in college, and in developing teaching materials. All these 9

teachers and experts evaluated the developed instructional package. During the academic year 2019–2020 (second semester), the study was carried out at the WVSU campuses in Lambunao and Luna St., Iloilo City. It is situated in Region 6. (Western Visayas).To evaluate the efficiency of the created educational material, two instruments were used. The first is the efficiency scale for the student's module consisting of a 26-item Likert-type checklist and the second is the efficiency scale for slide text or power point presentations. The items were based on Jamero (2018) but were modified by the researcher according to the purpose of the study. The instrument evaluates the efficiency of the student's developed module in the following categories: Physical Aspect, Learning Objectives, Content, Practice, and Assessment. For slide text or power point presentations, it was evaluated according to Content, Physical Aspect, and Visual Clarity. The Usability Scale was composed of a checklist-18-item Likert-type. It was utilized to assess the degree of usability of the created instructional package for Estruktura ng Wikang Filipino teachers and students. The Instrument was subjected to face and content validity by experts in the subject Estruktura ng Wikang Filipino, experts in technology, and experts in the development of curriculum and teaching materials. The reliability of the developed scale was assessed by students through pilot testing by checking the column that corresponds to their answer. To record the score of the students' answers, the following five-point scale was used: 5- Strongly Agree (LS- LubosnaSumasang-ayon), 4- Agree (S-Sumasang-ayon), 3- Partially Agree (BS- BahagyangSumasang-ayon), 2- Disagree (HS- Hindi Sumasang-ayon), and 1- Strongly Disagree (LHS- Lubosna Hindi Sumasang-ayon).To determine and interpret the usability and efficiency of the developed instructional package, the following scale was used:

Scale		Description	Interpretation
4.51 5.00	-	Very High	The developed instructional package is Excellent which meets the standards and requires no revision.
3.51 4.50	-	High	The developed instructional package is Excellent which meets the standards and has few necessary revisions.
2.51 3.50	-	Fair	The developed instructional package fairly meets the standards and has few necessary revisions.
1.51 2.50	-	Low	The developed instructional package partially meets the standards and requires revision.
1.00 1.50	-	Very Low	The developed instructional package do not meet the standards and requires multiple revisions.

Before collecting relevant data from students who have already taken and are taking the subject Estruktura ng Wikang Filipino, the researcher sought permission from the presidents and deans of the universities/colleges involved in the study. After granting permission, the researcher began collecting data. The steps followed in gathering the necessary data were based on the ADDIE model (McGriff, 2000): Analysis, Design, Development, Implementation, and Evaluation. The researcher's objective in the analysis phase is to identify the students' least-mastered competencies in the subject Estruktura ng WikangFilipino. The test developed by the researcher was given simultaneously to students who had already taken the subject in the previous second semester Academic Year 2018-2019. After the test was administered, it was corrected and graded to determine students' least mastered competencies in the Estruktura ng Wikang Filipino. The five lowest ranked were used in the next phase. The instructional package's structure and format were established during the Design phase. The 4A's for lesson planning served as the basis for the framework. The Development phase is the actual development of the instructional package rooted on the format/outline designed in the previous phase. During Implementation stage, the participants utilized the developed instructional package in Estruktura ng Wikang Filipino during the Second Semester of the Academic Year 2019-2020.Following the try-out(pilot testing), teachers and students were asked to rate the generated instructional package's efficiency using an efficiency and usability criteria. To analyze the gathered data in the study, the researcher utilized SPSS 24. Frequency counts, percentages, ranks, means, standard deviations, and Mann Whitney U-tests were a few of the statistics used. The decision to accept or to reject the null hypothesis in this study used the alpha level 0.05 level of significance and was set in a two-tailed test.

RESULTS AND DISCUSSIONS

Least Mastered Competencies of Students in Estruktura ng Wikang Filipino

A test was constructed by the researcher that went through the validation of experts and underwent pilot testing was given to fifty-seven (57) second-year students taking BSED-Filipino in WVSU, Lambunao Campus. After the test, students' least mastered competencies in Estruktura ng Wikang Filipino were determined based on the competencies with the lowest number of students who got the correct answer. Five (5) out of the twenty-four skills in the aforementioned subject were identified as least mastered competencies.

Table 1 shows the five least mastered competencies of BSED-Filipino students in the subject Estruktura ng Wikang Filipino. These skills include the following: ""Nakapagtalakay ng mgakatangian at kalikasan ng iba'tibangpadronsapagbabalangkas ng mgasalitasapangungusap" *(M= 14,* SD= *12.01)* ranked 20th, "Nakakilala ng mgabahagi ng pananalita" *(M= 12, SD= 9.61)* ranke 21st, "Nakapagpaliwanag ng mgatuntuninsapagbabaybay, palapantigan, panghihiram, at iba pa" *(M=11, SD= 8. 18)* ranked 22nd, "Nakatukoy ng mgaponemangbumubuosaponolohiya ng Filipino" *(M= 10, SD= 6.66)* ranked 23rd, and "Nakapag-iba-iba ng mgapadronsapagbabalangkas" *(M= 9, SD= 8.50)* ranked 24th. The result of the study was supported by the findings of Bacio and Sagge (2022a) that the least developed competencies—which focused largely on recalling linguistic concepts—show that some students still have low mastery of specific competencies, even though they have already taken the subject. The students' learning may be hampered by this poor retention.

The students' least mastered competencies in Estruktura ng Wikang Filipino can be seen below.

Table 1. Students' Least Mastered Competencies in Estruktura ng Wikang Filipino

Competencies	SD	Mean	Rank
Nakapagtalakay ng mgakatangian at kalikasan ng iba'tibangpadronsapagbabalangkas ng mgasalitasapangungusap	12.01	14	20
Nakakilala ng mgabahagi ng pananalita	9.61	12	21
Nakapagpaliawanag ng mgatuntuninsapagbabaybay, palapantigan, panghihiram, at iba pa.	8.18	11	22
Nakatukoy ng mgaponemangbumubuosaponolohiya ng Filipino	6.66	10	23
Nakapag-iba-iba ng mgapadronsapagbabalangkas	8.50	9	24

Developed Instructional Package in Estruktura ng Wikang Filipino

The researcher identified the students' least mastered competencies based on the results of the test. The researcher then developed a module and slide text based on the course syllabus. The module and slide text produced were shown below.

The findings indicate that the students have less understanding of the subject matter. As a result, the researcher created a module to address the competencies that were the least mastered. According to the review of Cabiles (2022), teachers may offer contextualized learning materials to their pupils in order to address the skills they have the least mastery of. Due to the fact that most textbooks available in the market are authored by foreign writers and their content is inappropriate for students in the Philippines, the recent teacher education curriculum, and the need to enhance the teaching skills required for the K–12 curriculum, contextualization is vital. (Bacio&Sagge, 2019b). Moreover, the format of the module is in accordance with the statement of Acuram (2015) who says that based on the objective and setting, as well as the organization that developed the module, the format and style may change. However, a module has basic components such as a title, an overview of the book, a discussion of the content, exercises and assessments, and references. This module also followed the list of components of a typical module mentioned by Aguirre and de Cadiz which includes the title, overview of the book as a whole, objectives, learning activities, and post assessment. Furthermore, the slide text, on the other hand, consisted eleven lessons based from the lessons in the module but is more limited in scope. It consists only of the unit title, lesson title, objectives, some exercises, and a discussion of the lesson content. Slide text may offer the crucial details, examples, and tasks required for simple conceptual understanding and was not intended to take the place of the lessons that the teachers will create, but rather to augment and propose uniformity of instructions (Sagge&Bacio, 2019a).

Overall Efficiency Level of the Developed Module in Estruktura ng Wikang Filipino According to Experts and Students

The level of efficiency of the developed module was assessed by nine (9) teachers who teach the Filipino subject and are experts in the development of teaching materials. Two of these teachers used the developed module. Also, ninety (90) students taking the subject Estruktura ng Wikang Filipino evaluated the module. The five (5) aspects of the module that were evaluated include the Physical Aspect and Presentation, Objectives, Content, Activities, and Evaluation. The overall rating level of experts and students can be seen in Table 2. The data show that the module was rated by experts and students as “Very High” (*M*=4.77, *SD*=.43). This result proves that the module has met the criteria with excellence in its development.

Table 2: Overall Efficiency of the Module According to Experts and Students Evaluation

	Experts		Students		*SD*	Mean	Description
	SD	**Mean**	***SD***	**Mean**			
Physical Aspect and Presentation	.30	4.83	.52	4.72	.41	4.78	Very High
Objectives	.34	4.78	.48	4.78	.41	4.78	Very High
Content	.38	4.71	.46	4.81	.42	4.76	Very High
Evaluation	.43	4.73	.51	4.76	.47	4.75	Very High
Overall Rating	**.37**	**4.77**	**.49**	**4.77**	**.43**	**4.77**	**Very High**

Note: The description was based on the following scale: 4.51-5.0 (Very High), 3.51-4.50 (High), 2.51-3.5 (Fair), 1.51- 2.50 (Low), 1.0- 1.50 (Very Low)

Moreover, it was rated by experts as “Very High” (*M*=4.77, *SD*= .37). Specifically, the following were the rating based on different aspects: the Physical Aspect and Presentation (*M*=4.83, *SD*= .30), Objectives (*M* =4.78, *SD*= .34), Content (*M* =4.71, *SD*= .38), Exercises (*M* =4.78, *SD*= .42), and Evaluation *M* =4.73, *SD*= .43). This result showed that the experts liked the physical aspect of the module which had the highest score obtained at a very high level. Furthermore, as rated by students as “Very High” (*M* =4.77, *SD*= .49). Specifically, students rated all criteria as “Very High” such as Physical Aspect and Presentation (*M* =4.72, *SD*= .52), Objectives (*M* =4.78, *SD* = .48), Content (*M* =4.81, *SD* = .46), Activities (*M* =4.76, SD= .49), and Evaluation (*M* =4.76, *SD* = .51). This result shows that the students may have liked the developed module and its content is important to them so they rated it "highest" among all the criteria mentioned. It can also be concluded that the developed module meets the standard of a teaching tool and does not require revision. This finding is supported by Bacio and Sagge's research (2022b), which showed that instructional material can be suitable for its intended users if its objectives, content, activities, and evaluation are suitable. The results of this study also lend support to a study by Lumabit (2018), which created an inquiry-based module that can improve students' performance in and critical thinking. For the intended users, the module's objectives, content, activities, style and presentation, organization, and evaluation tasks were proper, enough, and appropriate. Finally, this supports the research of Bacio and Sagge (2022b), that states that when compared to "conventional" lectures or classes that don't employ multimedia, the created and produced multimedia presentation could improve student learning and retention. Additionally, it conveys the concepts utilizing visual and aural coding, boosting student understanding.

Overall Proficiency Level of the Developed Slidetext on Estruktura ng Wikang Filipino According to Experts and Students

The level of efficiency of the generated slide text was evaluated by nine (9) teachers who teach the subject of Filipino and are experts in the development of teaching materials. Two of these used a generated module. Also, ninety (90) students taking the subject Estruktura ng Wikang Filipino evaluated the level of efficiency of the developed slide text. There are three (3) aspects of slide text that are assessed which include Content, Physical Aspect, and Visual Clarity.

Table 3 displays the total rating of teachers and students for the slidetext. The findings indicate that both experts and students gave the slidetext a "Very High" rating (*M*=4.76, *SD*=.45). The outcome demonstrates that the slidetext has perfectly matched the requirements for development. The outcome also demonstrates that students rated the package higher than teachers.

Table 3: Overall Level of Slide text Proficiency According to Experts' and Students' Evaluation

	Experts		Students		SD	Mean	Description
	SD	***M***	***SD***	***M***			
Content	.32	4.79	0.49	4.79	0.41	4.79	Very High
Physical Aspect	.45	4.68	0.57	4.74	0.51	4.71	Very High
Visual Clarity	.39	4.76	0.48	4.8	0.44	4.78	Very High
Overall Rating	**.37**	**4.74**	**0.51**	**4.78**	**0.45**	**4.76**	**Very High**

Note: The description was based on the following scale: 4.51-5.0 (Very High), 3.51-4.50 (High), 2.51-3.5 (Fair), 1.51- 2.50 (Low), 1.0- 1.50 (Very Low)

Moreover, as a whole, the slide text was assessed by experts as “Very High” (M=4.74, SD= .39). It also came out of the experts' evaluation that all standards are "Very High" as shown by the following data: Content (M=4.79, SD= .32), Physical Aspect (M=4.68, SD= .45), and Visual Clarity (M=4.76 SD= .39). Furthermore, the slide text was rated by students as “Very High” (M=4.78, SD=.51). It also appeared to the evaluation that "The Content (M=4.79, SD=.49), the Physical Aspect (M=4.74, SD=.57) and the Visual Clarity (M=4.80, SD=.48) are very high." The result also shows that visual clarity is the highest of the three criteria.

The results of this study corroborate those of Bacio&Sagge's research (2022a), which stated that the use of slide text in class improve learning by making sure that students focus intently on the material being delivered. Students' understanding of material increases when it is conveyed to them in a manner employing both visually and auditory. Finally, the research of Dillon-Marable and Valentine adds more proof to the findings shown above (2006). They asserted effective technology integration into education that can be achieved through regular interaction between professors and learners, the encouragement of technology utilization, and by allowing children the chance to use technology properly.

Overall Level of the Usability of the Developed Instructional Package in Teaching the Estruktura ng Wikang Filipino According to Experts and Students

The usefulness degree of the developed instructional package was rated by nine (9) teachers who teach the Filipino subject and are experts in the development of teaching materials. Two of these used a developed module. In addition, ninety (90) students took the subject Estruktura ng Wikang Filipino evaluated the instructional package. The level of use of the created instructional package was by Eighteen (18) aspects of the use of the created instructional package were assessed.

The outcomes indicated that the module was rated by experts and students as “Very High” (*M*=4.84, *SD*= .35) according to different criteria. This result shows that the instructional package has well met the required standards in its use. The total level of use of the developed Instructional Package in Teaching the Estruktura ng Wikang Filipino according to the Expert and student can be seen in Table 4.

In total, the level of the usability of the developed instructional package according to the experts' evaluation is "Very High" (*M*=4.81, *SD*= .33). All statements regarding the use of the instructional package have been rated also by experts as “Very High”. The statements rated "Very high" are as follows: It has numerous contributions to the teaching of Estruktura ng Wikang Filipino (*M*=4.89, *SD*= .33), useful reference for effective discussion of the lesson (*M*=4.78, *SD*=.44), can be utilized by teachers and learners as learning and teaching tools (*M*=4.89, *SD*= .33), helps the curriculum implementers in meeting the needs of teaching tools (*M*=4.67, *SD*= .50), helpful for teachers to allocate a lot of activities for students' learning (*M*=4.89, *SD*= .33), useful for teachers teaching Estruktura ng Wikang Filipino (*M*=5.00 , *SD*= .00), responds to students' learning speed (*M*=4.78, *SD*= .44), provides significant learning in language concepts and reading comprehension (*M*=4.78, *SD*= . 44), expands the interest of teachers and students in the Estruktura ng Wikang Filipino (*M*=4.89, *SD*= .33), useful for researchers who are doing instructional materials (M=4.89, *SD*= .33), can be used often by teachers and students (*M*=4.56, *SD*= .53), easy to use and follow (*M*=5.00, *SD*= . 00), responds to the 21st century skills of teachers and students (*M*=4.67, *SD*= .50), has varied and well-integrated functions (*M*=4.22, *SD*=.44), consistent with the content of the module of students and the slide text (M=5.00, *SD*= .00), saves time in preparing for teaching and learning the Estruktura ng Wikang Filipino (*M*=4.89, *SD*= .33), cultivates self-confidence in teaching and learning Estruktura ng Wikang Filipino (M=4.89, *SD*= .33), and responding to the competencies presented in the syllabus of Estruktura ng Wikang Filipino (*M*=4.89, *SD*= .33).On the other hand, the students gave the prepared educational package a "Very High" rating for usability (*M* =4.87, *SD* =.38). The students gave all evaluations of the educational package's usefulness a "Very High" rating.

The statements rated by the students as "Very High" are as follows: there are many contributions to the teaching of Estruktura ng Wikang Filipino (*M* =4.94, *SD* = .23), useful reference for effective discussion of the lesson (*M* =4.92, *SD*= .31), can be used by teachers and students as teaching and learning tools (*M* =4.89, *SD*= .35), helping the curriculum implementer in meeting the needs of teaching materials (M=4.88, *SD*= .36), helps teachers to allocate more exercises for students' learning (*M* =4.88, *SD*= .36), useful for teachers who teach Estruktura ng Wikang Filipino (*M* =4.90, *SD*= .34), responds to students' learning speed (*M* =4.88, *SD*= .36), provides essential language ideas and reading comprehension learning (*M* = 4.92, *SD*= .31), expands the teachers' and pupils' interests in Estruktura ng Wikang Filipino (*M* =4.86, *SD*= .46), useful for researchers in making teaching materials (*M* =4.83, SD= .46), can be used frequently by teachers and students (*M* =4.78, *SD*= .47), easy to utilize and follow (*M* =4.84, *SD*= .39), responds to students’ and teachers’ 21st century skills (*M* =4.86, *SD*= .38), has varied and unified activities (*M* =4.82, *SD*=.41 congruent with the content of student module and the slide text(*M* =4.83, *SD*= .43), saves planning period in preparing for teaching and learning the Estruktura ng Wikang Filipino (*M* =4.86, *SD*= .38), cultivating confidence in self in teaching and learning Estruktura ng Wikang Filipino (*M* =4.83, *SD*= .46), and responds to the competencies presented in the syllabus of Estruktura ng Wikang Filipino (*M* =4.90, *SD*= .34).

This particular study outcome is similar to that of Maranan (2004), who discovered respondents ranked usability, content, and presentation clarity as the three most crucial elements for learning materials. Furthermore, Sagge and Bacio's (2019b) study indicated that the created and produced CGIM is quite valuable, as evidenced by the assessors' ratings. The outcomes also show that the CGIM was viewed favorably by the assessors as a teaching resource for the teaching-learning process. Finally, similar to the results of this study, Nabayra's study (2019) revealed that respondents thought the e-module was very helpful. As a result, the produced e-module is useful and might be utilized as teaching materialin an approach called flipped classroom, enabling pupils to study at their own pace.

Table 4: Overall Level of the Usability of the Developed Instructional Package in Teaching Estruktura ng Wikang Filipino According to Experts and Students

Usability	Experts		Students		*SD*	OverallMean	Description
Ang Instructional Package ay:	***SD***	***M***	***SD***	***M***			
1. It has numerous contributions to the teaching of Estruktura ng Wikang Filipino	0.33	4.89	0.23	4.94	0.23	4.92	Very High
2. useful reference for effective discussion of the lesson	0.44	4.78	0.31	4.92	0.37	4.85	Very High
3. can be utilized by students and teachers as teaching and learning tools	0.33	4.89	0.35	4.89	0.34	4.89	Very High
4. helps educators that carry out curricula in meeting the demands of teaching tools	0.50	4.67	0.36	4.88	0.43	4.77	Very High
5. helpful for teachers to allocate a lot of activities for students' learning	0.33	4.89	0.36	4.88	0.35	4.88	Very High
6. useful for teachers teaching Estruktura ng Wikang Filipino	0.00	5.00	0.34	4.90	0.17	4.95	Very High
7. responds to students' learning speed	0.44	4.78	0.36	4.88	0.40	4.83	Very High
8. provides essential language ideas and reading comprehension learning	0.44	4.78	0.31	4.92	0.37	4.85	Very High
9. expands teachers' and pupils' interests in Estruktura ng Wikang Filipino	0.33	4.89	0.46	4.86	0.40	4.87	Very High
10. useful for researchers who are doing learning materials	0.33	4.89	0.46	4.83	0.39	4.86	Very High
11. can be used often by teachers and students	0.53	4.56	0.47	4.78	0.50	4.67	Very High
12. easy to utilize and understand	0.00	5.00	0.39	4.84	0.20	4.92	Very High
13. responds to students' and teachers' 21st century skills	0.50	4.67	0.38	4.86	0.44	4.76	Very High
14. has varied and unified activities	0.44	4.22	0.41	4.82	0.43	4.52	Very High
15. congruent with the content of student module and the slide text	0.00	5.00	0.43	4.83	0.22	4.92	Very High
16. reduces planning period for teaching and learning the Estruktura ng Wikang Filipino	0.33	4.89	0.38	4.86	0.36	4.87	Very High
17. cultivates self-confidence in teaching and learning Estruktura ng Wikang Filipino	0.33	4.89	0.46	4.83	0.39	4.86	Very High
18. responding to the competencies presented in the syllabus of Estruktura ng Wikang Filipino	0.33	4.89	0.34	4.90	0.34	4.89	Very High
Overall Rating	**0.33**	**4.81**	**0.38**	**4.87**	**0.35**	**4.84**	**Very High**

Note: The description was based on the following scale: 4.51-5.0 (Very High), 3.51-4.50 (High), 2.51-3.5 (Fair), 1.51- 2.50 (Low), 1.0- 1.50 (Very Low)

Significant Differences in Experts' and Students' Evaluation of Developed Module, Slide text and the Usability of Instructional Package

After determining the level of efficiency of the developed module and slide text and the level of usability of the instructional package, the researcher determined if a significant difference existed in the evaluation of experts and students using the Mann-Whitney U Test.

Significant Differences in Experts' and Students' Evaluation of the Developed Module.

Result in Table 5 showed that no discernible difference exists in the evaluation of experts and students in the developed module. The p=.916 is above the .05 alpha level. This result only shows that experts and students agreed in predicting the efficiency of the generated module.

Table 5: Mann-Whitney U Test Results on the Difference in the Evaluation of Experts and Students on the Proficiency Level of the Module

	Mean	Mann-Whitney U	Sig.
Experts	4.77	12.00	0.916
Students	4.77		

Significant Differences in Experts' and Students' Evaluation of the Developed Slide text.

Table 6 shows that there are no noticeable differences between students' and experts' evaluations of the created slide text. The p=.376 is more than the alpha level of.05. This indicates that they are placing the same bet on the feasibility of the created slide text. Experts and educators might agree that the slide text created complies with the guidelines for developing slide text. This result means that they have the same bet on the efficiency of the developed slide text. Perhaps, experts and teachers agree that the developed slide text properly follows the standards of creating slide text

Table 6: Mann-Whitney U Test Results on the Difference in Evaluation of Experts and Students on Slide text's Proficiency Level

	Mean	Mann-Whitney U	Sig.
Experts	4.74	2.50	0.376
Students	4.78		

Significant Differences in Experts' and Students' Evaluation on the Usability of Instructional Package.

Mann-Whitney U Test results are presented in Table 7 in regard to the difference amongst experts' and students' evaluations of the instructional package's use. The outcome demonstrates that there is no discernible difference between experts' and students' evaluations of the educational package's practicality. p=.836 is more than the criterion of.05. This outcome demonstrates that when it comes to evaluating the usefulness of the instructional package, experts and students have similar opinions. Additionally, it may be inferred that they recognize the value of the aforementioned instructional package in the process of teaching and learning.

Table 7: Results of the Mann-Whitney U Test on the Difference in Evaluation of Experts and Students in the Use of the Instructional Package

	Mean	Mann-Whitney U	Sig.
Experts	4.81	155.50	0.836
Students	4.87		

CONCLUSION

Based on the aforementioned study results, the researcher made the following conclusions:

Even though the students have finished taking the course Estruktura ng Wikang Filipino, they still have skills that are not fully acquired as shown by the test results. It will be noted that two of these skills (pagsusuri at pagbabalangkas) are in the last part of the course. Perhaps, the teacher did not spend enough time discussing the said topics so the student did not understand the concept which caused them to not gain full proficiency in these lessons. In addition, students may lack the retention or memorization of the many symbols and structures required for Pagsusuri and Pagbabalangkas.In the development of instructional materials, it is necessary if both teachers and the students have something to use. Perhaps, the developed instructional packages can ease the teacher's work and facilitate the students' learning process. The content of the equipment should also be complete to further facilitate and ease the teaching and learning process. In addition to this, it is appropriate that the module or equipment has a base model such as the 4A's so that the presentation of the lesson can be even more orderly and systematic. The very high results of experts' and students' evaluation on the level of efficiency and use of the instructional package developed showed that the researcher has properly developed the instructional package and it was designed according to the interests and needs of the students and the course. Moreover, the very high evaluation result means that the developed instructional package met the instructional development standards. This is just proof that the developed equipment can be used by teachers and students in the subject Estruktura ng Wikang Filipino. Generally, the feedback and comments of experts and students were positive in relation to the instructional package developed. In that case, it only means that this package can be used not only by students in the West Visayas State University System but also by other universities that have a BSED major in Filipino.

RECOMMENDATIONS

The following suggestions were expressed in consideration of the study's findings and conclusions: University administrators need to focus on achieving a high level of education by allocating the necessary support to teachers and students towards a meaningful teaching and learning process. It is also necessary to allocate funds for the development of instructional materials. In addition to this, it is necessary to plan and develop rules for the use of instructional packages such as modules and slide text as alternative equipment in the classroom, especially when the teacher is not in class.

Curriculum planners need to develop standards, design trainings and seminars pertaining to the technological use in classrooms especially module and slide text. They can also think of other ways to design more flexible curriculum and teaching materials so that technology can meet the needs of digital learners and capture their interest and attention especially in language teaching. In addition to this, curriculum planners also need to add the developed instructional package to the list of references and materials in Estruktura ng Wikang Filipino course syllabus. Teachers especially those teaching this subject should also develop their own version of this package to adapt to the needs of their students. They also need to think of other training and assessment methods to identify, address and enrich students' least mastered competencies in this subject. Students should not rely solely in what they should learn in the four corners of the classroom. They need to be creative in finding other references to use alongside the module and slide text so that they can learn more from their lessons.

This study related to the development of an instructional package for teaching Estruktura ng Wikang Filipino can be used as a basis by other researchers. The process and methodology used in this study can be followed in conducting related studies in other subjects and other target participants. Other researchers can also conduct experimental studies to determine the effectiveness and efficiency of the developed instructional package.

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