

From Analysis to Enhancement: Improving the 2021 Filipino 9 Q1 module 1 (Pagsusunod-sunod ng mga Pangyayari sa Akda)

KENETH GLENN D. LAGARE

ALFIE G. MANGUIOB

JOAN S. SIMBAHON

Candaping National High School
Candaping B, Maria, Siquijor, Philippines
lagare1125@gmail.com
alfie.manguioab@deped.gov.ph
joan.simbahon@deped.gov.ph

Abstract — This study, “Analysis to Enhancement: Improving the 2021 Filipino 9 Quarter 1 Module 1 (Pagkakasunod-sunod ng mga Pangyayari sa may Akda),” was conducted to evaluate and enhance a locally developed self-learning module that has become outdated and less effective in addressing current learner needs. Guided by the ADDIE model as the instructional design framework, the research emphasized the importance of continuous evaluation and improvement of learning materials to maintain their relevance and effectiveness. The study aimed to assess the module’s content, format, presentation, and up-to-datedness to determine its strengths and weaknesses. Using a quantitative research design, data were gathered through survey questionnaires based on the Department of Education’s Evaluation Rating Sheet for Print Resources, administered to six Grade 9 Filipino teachers and 104 students. Statistical analysis revealed that both one-tailed and two-tailed p-values were below the 0.05 level of significance, indicating a statistically significant result. The Fisher’s Exact Probability Test supported these findings, confirming the need for instructional material enhancement. Results showed that while the content remained appropriate, the format—particularly the illustrations, layout, and currentness—was rated lower. The outdated design and lack of engaging visuals reduced student motivation and comprehension. The study concludes that although the module retains sound instructional content, substantial visual and structural revisions are necessary. It recommends incorporating updated visuals, interactive elements, and contextualized examples to enhance learner motivation, engagement, and understanding.

Keywords — **ADDIE Model, Module Evaluation, Instructional Material Enhancement, Filipino 9, Educational Improvement**

I. Introduction

The COVID-19 pandemic has drastically changed the nature of education and presented previously unheard-of difficulties for teachers and students alike. The Department of Education Division of Siquijor, using the Learning Resource Management and Development System (LRMDS), began producing localized self-learning modules in bulk for all subject areas, including Filipino 9, in response to the sudden shift from in-person instruction to online learning. Even

though these modules helped keep education going during the crisis, there are still serious concerns about how effective they will be in the post-pandemic period.

The Filipino Module for Grade 9, developed as a localized educational material during the emergency-driven educational shift, aimed to sustain students' understanding of Filipino 9. Therefore, department orders 007, 12, 13, and 14 series of 2020 were issued by the Department of Education (DepEd), directing all basic education institutions to develop their learning continuity plan (LCP). To accommodate remote learning environments and align with the K12 Curriculum's Most Essential Learning Competencies, a few teachers from the Division of Siquijor created the Filipino 9 module without receiving the necessary training in module writing. During times of crisis, the module was used as an academic resource, and it is still used in the current curriculum, though some situations may not be relevant.

This study investigates the status on the utilization of Filipino 9 quarter 1 module 1 (Pagsusunod-sunod ng mga Pangyayari sa Akda) among Junior High School students of Candaping National High School during the school year 2024-2025. It focuses on student academic performances during the first grading period. Furthermore, this study seeks to determine the challenges faced by both students and teachers in utilizing the module in its current form. Most modules used were printed in a fast pace which resulted in distorted images while some are photocopied. The quality of these modules may affect the academic performance of learners.

The study is limited to a sample of 110 respondents comprised of 6 Filipino teachers and 104 students. Data were collected through adopted survey questionnaire from the Department of Education Evaluation Rating Sheet for Print Resources. The study did not account variables such as internet stability, socioeconomic status, and parental involvement, which may influence learning outcomes.

Many stakeholders in the educational community, including the Department of Education, school administrators, curriculum developers, education policy makers, teachers, parents, students, and future researchers, find great significance in this study on the creation and implementation of an enhanced learning module in Filipino 9. Each of these stakeholders is essential to the success of students and the general enhancement of the educational system.

Research shows that outdated learning materials lead to misconceptions, gaps in skill development, and disengagement (Castillas, 2022). To meet modern learning standards, the Filipino 9 module—which was created during the pandemic—may need to be improved in terms of content, format, presentation, and accuracy. A methodical assessment that not only pinpoints current gaps but also guides evidence-based enhancements is required to address these issues.

Literature Review

By offering organized content and directing the teaching process, instructional materials (Choppin, J. et al., 2022) are essential for improving student learning. If the content of teaching

materials does not align with learning objectives, learning cannot be supported (Rahmawati et al., 2019). While learning modules' usability and content quality can increase the efficacy of implementing modular distance learning, learning materials aid in teachers' and students' adjustment to learning (Setiawan, 2016) (Natividad, 2021). ADDIE (Analysis, Design, Development, Implementation, and Evaluation) is a popular model that offers a systematic framework for instructional improvement (Branch, 2015). According to established instructional design models, a high-level thinking skill (HOTS) is defined as a critical thinking skill that is logical, reflective, metacognitive, and creative (Denning, P. J., & Tedre, M., 2021). Because it pinpoints areas that need improvement, instructional gaps, and learner needs, the Analysis Phase of ADDIE is especially crucial. According to Gagné et al. (2005), assessing curriculum alignment, student comprehension levels, and instructional strategies are all necessary for analyzing learning needs to guarantee successful knowledge transfer. A comprehensive learning needs analysis can ensure that modules are tailored to students' needs, improving understanding and engagement, according to research (Mayer, 2021). Santos et al. (2020) found that assessing teacher insights and student feedback led to significant content refinements when they used ADDIE's Analysis Phase to evaluate junior high school modules.

Examining the module's content to determine whether it is suitable, interesting, and accessible for students may be one way to analyze learning needs (Morrison, Ross, & Kemp, 2019). The time when distance learning became increasingly popular due to the COVID-19 pandemic. DepEd (2021) claims that printed self-learning modules are widely used in Philippine education, especially during the period when the COVID-19 pandemic forced a significant shift to distance learning. When it comes to secondary school English instruction, print media is crucial (Mas' odi, M. O., & Arma, I. P., 2023). Studies, however, raise questions about these modules' efficacy, quality, and accessibility (Mendoza et al., 2023).

Stanley, P. D., & Clinton, J. R. The illustrations in the modules (2024) are composites of actual events. Chen, Y. C., Hou, G., and Zhang, M. (2023) claimed that layout has a major impact on the cognitive load, usability, and learning efficiency of users. Given that these modules have already been utilized, it is advised to create and carry out routine maintenance plans for different resources to guarantee their longevity and efficacy (Karani, A., 2023). Hauser, D. J., & Schwarz, N. (2021), weight is also taken into account because it can affect judgment when experienced physically. In addition, Zayapragassarazan, Z., & Mohapatra, D. P. (2021) highlighted how a strong narrative and working memory can be used to produce captivating presentation slides and improve comprehension. While Barroga, E., & Matanguihan, G. J. (2021) stated that logical flow allows readers to comprehend ideas with speed and ease.

One of the reasons why education must continue during the pandemic is that vocabulary needs to be sustained. According to Ha, H. T. (2022), vocabulary is one of the most important elements in language learning that leads to comprehension. Andrews, S., & Veldre, A. (2021) stated that poor comprehension was associated with a shallower reading strategy under low

comprehension demands. Learners also comprehend through text structure. According to Bogaerds-Hazenberg, S. T., Evers-Vermeul, J., & van den Bergh, H. (2021), text structure instruction had positive immediate effects on students' reading comprehension. While these modules are created to by teachers who have less training it is certain that errors may occur. According to Delastri, L., & Lolang, E. (2023), conceptual errors are caused by misconceptions about certain concepts, making equivalence between several concepts without regard to conditions, and ambiguity in interpretation. Faulty facts, conceptual misunderstandings, skill-related problems, and principal errors are the main causes of errors, according to (Mufidah, M., et al.,2023). Teachers can create focused interventions to enhance students' problem-solving abilities by using an understanding of these error patterns. Computational errors have plagued programmers of all ages, as demonstrated by (Denning, P. J., & Tedre, M., 2021). According to (Costa, N., Oliveira, J., Martins, A., & Gomes, A., 2024), obsolescence results in a knowledge gap that keeps professionals out of the market. Zakaria, M. S. (2023) demonstrated how typographical errors impacted the identification and retrieval of items in information retrieval systems, making it difficult for users to locate the documents they require.

Research highlighted that well-designed modules significantly improve student engagement, comprehension, and learning outcomes (Morrison, Ross, & Kemp, 2019). However, ensuring their quality requires a systematic evaluation process which provides a structured approach to instructional material development and enhancement (Branch, 2020).

II. Methodology

Research Design

The 2021 Filipino 9 Quarter 1 Module at Candaping National High School was assessed using a descriptive-correlational research design. Using the ADDIE model as a guide, the study assessed the module's effectiveness in four areas: content, format, presentation and organization, and accuracy and timeliness of information. It also provided recommendations for improvements. Quantitative data will be analyzed using statistical tools to find trends and relationships. During the Design and Development Phases, which are directed by the findings of the Analysis Phase, the module will be enhanced by creating structured learning activities. This approach helps to gradually enhance students' cognitive abilities by developing learning activities that move from basic to more sophisticated skills (Somabut & Tuamsuk, 2022).

Sample of the Study

Distribution of the Respondents of the Study

Respondents	<i>f</i>	%
Students	104	94.55%
Filipino Teachers	6	5.45%
Total	110	100.00%
StdDev		44.56

Table 1. Table presented the Distribution of the Respondent Groups at Candaping National High School. A study randomizer will be used to choose the respondents once the simple random sample for each group has been determined. There will be a random selection range of 1 to 110 because the sample size for student participants in this study is 110. A series of distinct numbers (such as 3, 7, 11, 14, 17, 23, 27, 33, 34, 37, 43, and so on) will be created to identify the chosen respondents using a research randomizer until the necessary sample size is attained. For the instructor respondent, the same approach will be used.

Measures

To evaluate the efficacy of the 2021 Filipino 9 Quarter 1 Module 1 at Candaping National High School, this study used quantitative measures and the Evaluation Rating Sheet for Print Resources from the DepED, 2008 Regional Handbook. The Department of Education's adopted survey questionnaires will serve as the main instrument for data collection. This survey will gauge the opinions of both teachers and students using a Likert scale that goes from 4-Very Satisfactory to 3-Satisfactory to 2-Poor to 1-Not Satisfactory. Four factors make up the questionnaire: format (5 items), presentation and organization (5 items), content (7 items), and accuracy and currentness of information (6 items). In accordance with the Guidelines and Procedures of the Learning Resources Management and Development System (LRMDS) Evaluation and Assessment, participants will finish a standardized checklist. This tool assesses the module's organization and presentation, format clarity, content relevance, and information accuracy and timeliness.

To assess whether these checklists met or fell short of the criterion, a checkmark was placed on the designated indicators. Participants assessed the module's overall efficacy in accomplishing its stated learning objectives based on its format, presentation, content, and currentness. From the viewpoint of its main users, this standardized approach will offer quantifiable insights into the module's advantages and disadvantages.

Procedures

The researcher teaches at Candaping National High School, where the study was carried out. The process began with submitting a letter of intent to the superintendent of the schools division to carry out the study, which would include 110 respondents, including 104 out of 140

Grade 9 students and 6 teachers. By applying Slovin's formula, the researchers were able to determine the number of participants. Department of Education survey questionnaires were used in the data collection process. Surveys will be used to gather information about stakeholders' opinions of the module's accuracy, format, presentation, and content as well as the difficulties teachers and students encounter when using it.

Students' and teachers' quantitative responses to surveys shed light on the module's overall efficacy, accessibility, instructional design, and content clarity. A comprehensive evaluation was further guaranteed by professional assessments from curriculum experts and Filipino language instructors.

The collected data was systematically categorized and examined using four evaluation criteria: content, format, presentation, and accuracy. This methodical approach enabled the identification of trouble spots and offered direction for the development of evidence-based recommendations for module enhancement. The collected data will be analyzed to identify specific areas of strength and potential for improvement. This analysis will validate the need for module enhancement to ensure that the updated instructional materials successfully support deeper student understanding and are in line with 21st-century educational standards. In the subsequent design and development stages, the results will aid in filling in gaps and enhancing learning outcomes.

The ADDIE Model is a systematic framework for instructional design that can be used to create training and educational programs, including Self-Learning Modules (SLMs), that are effective. It helps educators develop, organize, and polish their content. This study used the ADDIE Model, which stands for Analysis, Design, Development, Implementation, and Evaluation. The popular ADDIE framework for instructional design ensures that learning materials are effective and up to date over time.

Data Processing

Several statistical tools were used in this study to guarantee the validity and accuracy of the data analysis. The proper sample size was calculated using Slovin's Formula from the entire population of Filipino teachers and Grade 9 students. When the researcher wants to work within a certain margin of error and the population is known but the standard deviation is unknown, this formula is especially helpful. A representative sample was produced by using Slovin's Formula, which improved the results' generalizability and statistical dependability. Using the Chi-Square Test with Yates' Correction, the relationship between categorical variables—like student demographics (e.g., sex, academic strand, and location) and their performance or perception of the enhanced self-learning module—was examined. This test can be used to determine whether two variables in frequency data have a significant relationship. Yates' Correction, sometimes referred to as continuity correction, was used to take into consideration the possibility of overestimating statistical significance, particularly in cases involving small sample sizes. Additionally, the Fisher's Exact Probability Test was employed when the data included expected frequencies of less

than five in any of the cells of a contingency table—circumstances in which the Chi-Square test loses its reliability. In small sample conditions, this test ensures the robustness of the analysis by providing a more accurate significance level. The combined use of these statistical tools strengthened the integrity of the data interpretation in evaluating the effectiveness and enhancement of the Grade 9 Quarter 1 Module 1 in Filipino.

III. Results and Discussion

The results and discussion section presents the key findings of the study, highlighting areas in the Filipino 9 Quarter 1 Module 1 (Pagsusunod-sunod ng mga Pangyayari sa Akda) that require improvement. Based on the analysis of data gathered, the module was evaluated across four critical factors: content, format, presentation, and accuracy and up-to-datedness of information. Together with related statistical analysis and interpretation, the data are given in tabular formats.

1. Demographic Profile Analysis. The study involved a total of 110 respondents, consisting of 104 students (94.55%) and 6 Filipino teachers (5.45%). The computed standard deviation of 44.55% indicates a wide variation between the two groups, showing that the majority of participants were students. This composition suggests that the findings primarily reflect the learners' perspectives, supported by insights from their teachers. Among the teachers, most are young, with 66.67% aged 20–30 and a mean age of 28. This indicates a relatively new and dynamic teaching workforce. The group is predominantly female (66.67%) and mostly married (66.67%), suggesting maturity and stability. In terms of educational attainment, most are college graduates (66.67%), while others are pursuing or have earned graduate degrees. All teachers have been in service for less than ten years, with a mean of five years, showing that they are still in the early stage of their careers. Most have attended fewer than five trainings, highlighting the need for more professional development opportunities. The student respondents are generally 15 years old, with a mean age of 15, reflecting an age-appropriate group. Females comprise the majority (66.35%) of the students. In terms of academic performance, 25.29% are outstanding, 14.42% very satisfactory, 28.85% satisfactory, and 30.77% fair, with an overall mean score of 84, indicating satisfactory performance. While many students perform well, some require additional academic support. Overall, the data show that the study primarily represents students' experiences, supported by a small group of young and developing teachers. The results reflect a youthful and active learning environment that continues to grow through experience and professional development.

2. The status of utilization of 2021 Filipino 9 Q1 module 1. The results showed that a grand mean of 2.70 and a standard deviation of 0.81, the module was deemed "Satisfactory (S)" overall, barely meeting the satisfactory level, according to the survey's evaluation. Of the four metrics evaluated, content was given the highest rating (3.02), indicating that it was reasonably well-developed in terms of substance and relevance. Based on the profiling table, Format (2.74) and Presentation and Organization (2.61) were also rated as satisfactory, although there was clearly

space for improvement, particularly in the areas of clarity and illustrations. However, the information's accuracy and timeliness received the lowest rating of 2.44, placing it in the "Poor (P)" category. This suggests serious issues with out-of-date or inaccurate content.

These findings suggest that although the module satisfies a minimal standard of acceptability, its overall efficacy is constrained. Because it can have a detrimental effect on teaching and learning outcomes, the low accuracy and up-to-dateness rating is especially worrisome. Revisions are required to improve the module's usefulness and credibility, particularly in terms of updating content and enhancing organization and clarity.

3. Level of academic achievement of students in Filipino 9 quarter 1. The crosstabulation presents the relationship between the status of utilization of the 2021 Filipino 9 Quarter 1 Modules and the students' level of academic achievement in Filipino. Out of the total 104 student respondents, 54 (51.92%) attained mastery, while 50 (48.08%) were at the near mastery level. Among those who attained mastery, 34 students (62.96%) reported a very satisfactory level of module utilization, while 20 students (37.04%) indicated satisfactory utilization. In contrast, among students who were at the near mastery level, 21 (42%) rated the module utilization as very satisfactory, while 29 (58%) rated it as satisfactory. The data suggest that students who experienced very satisfactory utilization of the 2021 Filipino 9 Q1 modules tended to perform better academically, achieving mastery more frequently than those who only rated module utilization as satisfactory. This implies that the effectiveness and proper use of learning modules have a positive influence on students' academic achievement. Conversely, those who rated module utilization lower tended to exhibit lower mastery levels, indicating that inconsistent or less efficient module use may hinder learning outcomes. Overall, the results reveal a positive association between the quality of module utilization and students' academic achievement in Filipino.

4. Test of Significant Relationship between the status of the utilization of 2021 Filipino 9 quarter 1 module 1 and level of students' academic achievement in Filipino. The findings from both the Pearson's Chi-Square Test ($p = 0.0223$) and Fisher's Exact Test ($p = 0.030$) revealed As shown in the Chi Square Test Table, the null hypothesis is REJECTED because both One-tailed p-value and Two-tailed p-value are lower than the 0.05 level of significance. Moreover, the said result is also supported by the nonparametric Fisher's Exact Probability Test. Accordingly, there is a significant relationship between the status of the utilization of 2021 Filipino 9 Q1 Module and the level of students' academic achievement in Filipino. The Chi-Square Test was used to determine whether there is a significant relationship between the status of utilization of the 2021 Filipino 9 Quarter 1 Modules and the level of students' academic achievement in Filipino. The computed Pearson's Chi-Square value of 4.579 with 1 degree of freedom and a 0.05 level of significance yielded a two-tailed p-value of 0.0324, which is less than the 0.05 threshold. Similarly, the Fisher's Exact Probability Test produced a two-tailed p-value of 0.0488, also below the 0.05 significance level. Based on these results, the null hypothesis (H_0) stating that there is no significant

relationship between the two variables is rejected. This indicates that the status of module utilization is significantly related to students' academic achievement in Filipino. In other words, the way students utilize the 2021 Filipino 9 Quarter 1 modules has a measurable and meaningful effect on their academic performance. Those who reported higher levels of module utilization (very satisfactory) tended to achieve mastery, while those with lower levels of utilization (satisfactory) were more likely to fall under the near mastery level. Therefore, the findings affirm that effective module utilization contributes positively to improved academic outcomes among students.

5. Challenges encountered in the by the students in the utilization of 2021 Filipino 9 quarter 1 module 1. The respondents listed several difficulties they encountered when interacting with the content. According to 39 students, or 37.5% of the respondents, the most frequent challenge was that it takes time to comprehend the statements. This implies that for many students, comprehension speed is a major obstacle. Furthermore, 28 students (26.92%) reported having trouble speaking Tagalog, indicating language proficiency problems that could impact their educational experience. A subset of respondents who experienced relatively few difficulties was reflected in the 27 students (25.96%) who reported minimal problems encountered. Finally, ten students (9.62%) thought the Tagalog words were dull, indicating that the content needs to use more interesting language. The results made clear how crucial it is to address language comprehension and engagement to increase the efficacy of the teaching materials. As stated by Ocampo, D. (2023), there is a significant correlation between these difficulties and the translanguaging factors that have been identified. According to a study by Garcia, D. V. (2021), only 48% of advertisements used Tagalog instead of English.

IV. Conclusion

The findings from the respondents—including both teachers and students—provided valuable insights into the effectiveness of modular instruction in achieving desired learning outcomes. By examining patterns of module utilization, student mastery levels, and the statistical relationship between these variables, the study offers a comprehensive understanding of how learning materials contribute to academic success. The succeeding conclusion summarizes the major findings, interpretations, and implications drawn from the study.

In conclusion, based on the findings of the study:

- The instructional material was generally rated satisfactory by the Grade 9 students of Candaping National High School.
- Contents were found to be relevant and inclusive, though improvements are needed in providing adequate warnings related to safety and health.

- The physical appearance of the material, including print and size, was acceptable; however, the design and layout were rated poorly, indicating a need for better visual presentation.
- In terms of language and style, the material used appropriate vocabulary and sentence structure but lacked engagement and clear logical flow, which may affect student comprehension.
- The accuracy and correctness of the material received the lowest rating, with notable issues in typographical, conceptual, and factual errors, as well as the presence of obsolete information.
- Overall, while the material meets basic instructional standards, it requires significant revision in terms of content accuracy, visual design, and presentation quality to be more effective and engaging for learners.

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