



LOCALIZED MODULE IN PROMOTING PHILIPPINE-HILOT IN TEACHING WELLNESS MESSAGE AND THE STUDENT'S PERFORMANCE IN TLE 10: INPUT TO NEW DELIVERY MODES OF INSTRUCTION

SHIELA M. AGUILA¹, EDNA O. BRIONES, EdD²

<https://orcid.org/0000-0003-4648-2941>, <https://orcid.org/0000-0002-2619-0450>

ella_masangkay@yahoo.com¹, edna.briones@lspu.edu.ph²

Col. Lauro D. Dizon Memorial Integrated High School, Department of Education,
Philippines¹

Laguna State Polytechnic University San Pablo City Campus, Laguna, Philippines²

ABSTRACT

The purpose of this study was to promote localized Philippine-Hilot in teaching Wellness Massage as a new delivery mode of instruction and its contribution on the improvement of students' performance in TLE 10. This is descriptive correlational research which aimed to determine the effectiveness of instructional module among the 77 wellness massage students at Col. Lauro D. Dizon Memorial Integrated High School. The self-made questionnaire was used in this study and validated by experts in the field of wellness massage. The responses were generated through online survey. The statistical methods used are the mean and standard deviation. It was administered for the perception of the respondents on the module as to objectives, introduction, learning content and activities. To determine the significant relationship between the perception of the respondents on the components of wellness massage and their performance as to written examination and practicum, Pearson-Product-Moment Correlation Coefficient (Pearson r) was employed, testing its significant level at $p < .05$. The study revealed that the respondents were mostly 15 to 17 years of age, male, whom fathers were employed, and mothers were unemployed and or housewife, parents are high school graduates and with lower than Php 5,000 monthly income. The result also shows that majority of the students have an excellent level of performance with a grade of above 90 in both written and practical examinations. The results indicate that majority performed well in the test on localized module. There is a significant relationship between the components and format of the module in wellness massage and students' performance in both written and practicum on the module. The hypothesis stating that the perception of the respondents on the components and format of the module in wellness massage in terms of objectives, learning content, activities and their performance is not significantly related to written examination and practicum is not sustained. The assessment tool, on the other hand, indicates no significant relationship in terms of written examination, hence the hypothesis in this respect is sustained.

Keywords: localized module, module format, written examination, practicum

INTRODUCTION

Education is the key to improving basic skill learners, creating more professional citizens, and helping each Filipino prepare for lifelong learning skills. Therefore, the school plays the role of accountability for the career paths for students together with the teachers. Offering the

topic of Technology and Livelihood Education is a response to the essence of the society, as it provides knowledge and skills of technical and technological competence in the situation of daily life. Technology and Livelihood Education allows the graduates to benefit and be employed

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

AGUILA, S.M., BRIONES, E.O., *Localized Module in Promoting Philippine – Hilot in Teaching Wellness Massage and the Student's Performance in TLE 10: Input to New Delivery Modes of Instruction*, pp.36 - 47

nationally. Therefore, the need for localized teaching materials or modules is necessary to develop the students' excellent performance.

This research may help students learn more about "Philippine Hilot" through a module that has been created. The COVID-19 crisis, which must not be overlooked, has already had, and will continue to have catastrophic effects on individuals and societies all over the world. At the same time, the crisis offers everyone an important opportunity to learn more about the fundamental values that underpin large-scale transformative reform, which is desperately required in many education systems around the world. The hope is that people will emerge from this pandemic with more evidence and lessons learned on how to broaden the reach of successful social services and integrate new ways of operating within educational frameworks to create high-quality learning opportunities for all.

According to Belda (2016), modules as supplementary instructional materials are the tools teachers use in facilitating learning. The students can learn independently using the strategic instructional module. Through excellent instructional material, students can gain a great impact in learning since they learn most by doing. They can engage themselves in hands-on activities that will give the idea of how these experiences can be useful in real-life situations and use them to face the challenges of the world. Through this, effective and meaningful strategies can be able to make by the teachers. It is also much easier for students to understand and learn their lessons, as well as attain the abilities needed in the field.

Moreover, to support the above statement, Salandanan, as cited by Belda (2016) added stressed that strategic instructional materials offer the best means by which technology and livelihood education teachers can offer a path in her students' daily search for new appreciative and substantiations, particularly using published materials. The researcher promotes the need to develop localized instructional modules as added instructional materials that will help the learners acquire basic skills and performance in wellness massage.

Educators are encouraged to produce modules in such a way that strategies and activities which are readily available would help eliminate difficulties in wellness massage. As many educators have long recognized instructional materials as an effective way of improving student learning. Students of Wellness Massage must find their way using instructional materials.

As quoted by Gonzales (2014), Oquailada and Remoroza claimed that the appropriateness of the instructional materials to be used serves as a stimulus to draw the student's attention during the discussion. When learning is more practical, the students learn more. Now, we are in a modern world, where there is a great competition, and the traditional way of teaching is left behind. Many strategies, techniques and methods, and instructional materials are being developed because of technological advancement.

The heart of any learning materials, such as a module, is the learning content/lesson. When creating efficient modules and courses, Burge (2017) shared three main considerations. Modules, she believes, should have a specific aim and expectations for student engagement in class. The goals must be attainable. It should provide information on what students should know as well as exercises that will help them achieve their learning objectives. What material is required to learn and achieve learning results, as well as the best method for determining how far students have progressed against those goals. Second, revisit or analyze the course to see whether the learning results and activity evaluation have been successfully matched. Finally, consider how the context can influence the design of a module. This is likely to alter his or her perspective on outcome design, learning tasks, and evaluation. The form, of course, the resources available, and the disciplinary background may all play a role. Every teacher would find creating his or her module to be a tremendously satisfying experience. Every teacher would find creating his or her module to be a tremendously satisfying experience. However, meticulous planning and implementation should be considered. (Burge, n.d.)

As specified in DepEd Order No. 43 series 2013, the creation and development of teaching and learning materials produced locally shall be encouraged. The Education Unit of the Regional and Division shall establish the material approval in accordance with national policies and standards. This is to meet business needs and produce employable graduates who are prepared with the requisite skills that correspond to the market and companies' desired skills. DepEd Order is supported by RA 10533 Enhanced Basic Education Act of 2013, which states that "the curriculum shall be contextualized and global;" "The curriculum shall be sufficiently flexible to allow and enable schools to Localize, Indigenize and enhance based on their respective educational and social contexts."

The researcher believes in the need to develop module as localized instructional materials that will benefit the learners to attain the basic skills in wellness massage. The researcher generated idea of developing localized modules as teaching materials for technology and livelihood education because there are no main textbooks or given books to be used by the Grade 10 students in wellness massage. In so doing, in this way the students can have readily accessible materials for the course. The study was purposely made to answer the call for the need of instructional materials which help students develop confidence in performance because a good application of massage is one way to have employment.

OBJECTIVES OF THE STUDY

This study attempted to investigate the module promoting Philippine-Hilot in teaching Wellness Massage and the students' performance in TLE 10. Specifically, the study sought to answer the following: 1) Identify the perception of the respondents on the module in wellness massage in terms of: components (objectives, learning content, activities, and assessment tool); format (design and layout, prints and presentations). 2) Assess the performance of respondents in the Technology and Livelihood Education Wellness Massage as to: Written Examination and Practicum. 3)

Distinguish the significant relationship between the components and format of the localize module in Wellness Massage and students' performance as to: Written Examination and Practicum.

METHODOLOGY

This study used descriptive-correlational research which aimed to find out the effectiveness of instructional module as supplementary instructional materials in Technology and Livelihood Education in teaching Wellness Massage. The researchers administered a self-made questionnaire based on the criteria used by Curriculum Instructions and Development Quality Assurance (CIDQA) to evaluate instructional materials to obtain the relevant data. The instrument includes module components, internal and external characteristics, and overall content, which were subject to evaluation to determine the effectiveness and usefulness of teaching materials used in teaching technology and lifelong learning. The questionnaire was divided into two parts, the first part dealt with the profile of the respondents and the second part was the evaluation tool which included the module evaluation criteria as instructional materials in the wellness massage. The researcher sent the questionnaire for dry run, testing, and evaluation to faculty members, who are experts in the field of professional education and technology and livelihood education, and to the students who were not part of the study.

The researchers wrote a letter to the Grade10 Wellness Massage Students before carrying out the actual survey. The letter, addressed to the Superintendent, asked the school for permission to conduct a survey. Upon acceptance of the letter of permission the researcher distributed the questionnaires during the Second Grading cycle to the respondents. The questionnaires were through google form and had been compiled by the researcher directly and had them counted for analysis and interpretation.

The data collected in this study were subjected to certain statistical treatments. The



data were encoded, tallied, and tabulated for better presentation and interpretation of the results. The statistical methods used are the following:

To describe the profile of the respondents, frequency and percentage distributions were used to determine the level of satisfaction of the respondents and their profile such as age, gender, parent’s occupation, parent’s educational background and family income. The percentage of each item was then computed by dividing it with the sample total number of respondents who evaluated the module.

Moreover, two statistical techniques were utilized by the researchers; these were the mean and standard deviation. It was administered for the perception of the respondents on the module as to objectives, introduction, learning content and activities.

To determine the significant relationship between the perception of the respondents on the components of wellness message and their performance as to written examination and practicum, Pearson-Product-Moment Correlation Coefficient (Pearson r) was employed, testing its significant level at $p < .05$.

RESULTS AND DISCUSSION

1. Perception of the Respondents on the Components of the Module

1.1 Objectives. The data exhibits the mean perception of the respondents on the module in terms of objectives. As examined carefully, the result shows that the overall mean is 4.11, verbally interpreted as agree; it tells those respondents ‘Agreed’ that respondents are satisfied with the learning objectives of the module and students guide their learning efforts properly and keep track of their success based on the learning competencies. It implies that students have a better understanding of the lessons, which aids cognitive and psychomotor abilities in achieving learning objectives. Notably, the statement with the highest mean shows that

the respondents ‘strongly agreed’ that objectives are specific in ideas and concepts (mean= 4.29); this setting SMART objectives keeps the target on schedule, improves responsibility and timeliness, and ensures that they are doing what you set out to do.

Table 1
Perception of the Respondents on the Module in terms of Objectives

Indicators	Mean	SD	V.I.
The module in Wellness Message has...			
1. objectives that are specific in ideas and concepts.	4.29	0.69	SA
2. objectives that are measurable in activities.	4.17	0.71	A
3. objectives that are attainable and can make easier expectations.	4.09	0.88	A
4. objectives that are result oriented.	4.03	0.78	A
5. objectives that are time bounded.	4.04	0.79	A
6. objectives that are in line with the learning competencies.	4.21	0.71	A
7. objectives that are intellectually stimulating	3.95	0.74	A
Overall	4.11	0.06	A

On the other hand, the lowest mean among the result is on the seventh item which the respondents ‘agreed’ that objectives are intellectually stimulating (mean= 3.95); this implies that the students/readers are able to explain, obtain, measure and attain their learning objectives.

1.2. Learning Content. The perception of the respondents on the module in terms of learning content are displayed in Table 2. The result shows that the overall mean is 4.19, and verbally interpreted as “agree”. The respondents are impressed on the learning content, and it is relevant and aligned to the learning competencies.



Table 2
Perception of the Respondents on the Module in terms of Learning Content

Indicators	Mean	SD	V.I.
1. Learning contents are relevant to the learning competencies.	4.14	0.79	A
2. Learning contents provide step by step illustrations and easy to follow.	4.36	0.79	SA
3. Learning contents provide information clearly and use simple terms.	4.34	0.80	SA
4. Learning contents motivate students to pursue the career.	4.25	0.76	SA
5. Learning contents address the needs of the client.	4.16	0.73	A
6. Learning contents are up to date and mostly encountered.	4.04	0.79	A
7. Learning contents address the needs of the community.	4.06	0.71	A
Overall	4.19	0.04	A

Notably, the statement with the highest mean shows that the respondents ‘strongly agreed’ that learning contents provide step by step illustrations and easy to follow (mean=4.36); this reveals easy and concise instructions that readers can apply the information quickly. It also implies to the lessons and activities are relevant for the student’s level of wellness massage progress and motivate them to pursue their career in the future. On the other hand, the lowest mean among the result is on the sixth item on which the respondents ‘agreed’ that learning contents were up to date and mostly encountered (mean= 4.04); the data also reveals that the respondents find that learning content promotes a greater comprehension of the lessons.

1.3. Activities. Table 3 unveils the mean perception of the respondents on the module in terms of activities. As examined carefully and the overall perception of the respondents is verbally interpreted as ‘agree’ with a mean score of 4.16.

it implies that activities are enjoyable to work on and informative that students can easily adapt and learn.

Table 3
Perception of the Respondents on the Module in terms of Activities

Indicators	Mean	SD	V.I.
1. Activities are enjoyable to work on.	4.16	0.84	A
2. Activities can be applied in real life situation.	4.42	0.73	SA
3. Activities are informative to perform what is applicable for the needed skills.	4.23	0.69	SA
4. Activities are easy to follow and execute.	4.06	0.98	A
5. Activities are suitable to the learning level of the students.	4.14	0.82	A
6. Activities develop higher-level of thinking of the students.	4.09	0.76	A
7. Activities are very appealing and worth performing.	4.03	0.76	A
Overall	4.16	0.10	A

The result shows that activities are suitable to the learning level of the students and worth performing.

Particularly, the statement which has the highest mean shows that the respondents ‘strongly agreed’ that activities can be applied in real life situation. (mean= 4.42); this implies that activities help to relax and makes students everyday tasks more pleasant. It can be done every day at home, aids in the release of stress and the maintenance of stability. On the other hand, the statement with lowest mean score shows that the respondents ‘agreed’ that activities are very appealing and worth performing (mean= 4.03); this implies that activities are attractive to the eyes and enjoyable to do.

1.4. Assessment Tools. Table 4 unveils positive results of the perception on the respondents to the module in terms of assessment tool.



Table 4

Perception of the Respondents on the Module in terms of Assessment Tools

Indicators	Mean	SD	V.I.
1. Assessment tools are in line with the content.	4.14	0.74	A
2. Assessment tools are easy, average, and difficult questions.	4.05	0.76	A
3. Assessment tools use strategies fitted to the level of learners.	4.18	0.72	A
4. Assessment tools are geared on the learners' level of understanding.	4.05	0.69	A
5. Assessment tools include criteria and rating scales' appropriate for each learning tasks.	4.12	0.71	A
6. Assessment tools indicate clear direction on how to answer the assessment given for each lesson.	4.21	0.75	SA
7. Assessment tools meet the needs of the current pandemic situation.	4.04	0.87	A
Overall	4.11	0.06	A

As examined carefully the overall mean is 4.11, verbally translated as agree, it tells that the respondents 'agreed' that assessment tools have helpful ideas and directive guidelines to help them develop their limitations in the lessons.

The statement with the highest mean indicates that the respondents "agreed" that the evaluation tools have provided clear guidance on how to respond to the assessment given for each lesson. (mean= 4.21); this demonstrates that the assessment tools provide clear instructions on how to respond to the given task. On the other hand, the statement with lowest mean shows that the respondents 'agreed' that assessment tools meet the needs of the current pandemic situation. (mean= 4.04); it only demonstrates that the evaluation method is relevant to the present pandemic situation and reveals the respondents' positive responses.

2. Perception of the Respondents on the Format of the Module

2.1. Design and Layout. Table 5 below exhibits the perception on the respondents on the module in terms of design and layout. The result shows the overall mean is 4.11, and verbally interpreted as agree; It means that the respondents think the module's design and layout are attractive and enjoyable, and that the contents are important and do not distract them.

Table 5

Perception of the Respondents on Format as to Design and Layout

Indicators	Mean	SD	V.I.
1. Design and layout are attractive and pleasing to look at.	4.16	0.92	A
2. Design and layout are simple and don't have images that could distract the layout.	3.99	0.95	A
3. Design and layout have clear illustrations in relation to text.	4.25	0.83	SA
4. Design and layout have harmony in blending of elements (illustration and text).	4.00	0.78	A
5. Design and layout show art elements in presentation of images.	4.13	0.82	A
6. Design and layout are catchy and appealing.	4.09	0.83	A
7. Design and layout are suited for the age of the learners.	4.18	0.76	A
Overall	4.11	0.07	A

Notably, the statement with highest mean shows that the respondents 'strongly agreed' that design and layout have clear illustrations in relation to text (mean= 4.25); this implies that design and layout of the instructional module have clear illustrations in relation to text. On the other hand, the lowest mean score among the result shows that the respondents 'agreed' that design and layout are simple and don't have images that could distract the layout (mean= 3.99); this indicates that respondents are able to understand the module's image presentation and organization.



2.2. Prints. Table 6 shows the mean perception of the respondents on format as to print. The result shows that the overall mean is 4.17 and translated verbally as agree; this implies that the respondents ‘agreed’ that localized instructional materials are printed well.

Table 6
Perception of the Respondents on Format as to Prints

Indicators	Mean	SD	V.I.
1. Size of letters is appropriate to the intended users	4.39	0.69	SA
2. Proper spaces between letters and words are observed to make the module users friendly	4.34	0.70	SA
3. Uniformity of letters are consistently applied	4.14	0.76	A
4. printed pictures are clear for easy comprehension	4.05	0.94	A
5. Pictures are attractive and realistic	4.03	0.96	A
6. Illustrations are clear for easy understanding	4.08	0.97	A
7. Cover page conveys the content of the module	4.18	0.90	A
Overall	4.17	0.13	A

Notably, it shows that the indicator which has the highest mean is respondents ‘strongly agreed’ that size of letters is appropriate to the intended users (mean= 4.39); this implies that the students found the module appealing due to the well-written lessons, eye-friendly font and font size, adequate spacing, and high-quality prints from cover-to-cover page. On the other hand, the statement with lowest mean score among the indicator was the respondents ‘agreed’ that pictures are attractive and realistic (mean= 4.03); this implies that images are fascinating, and the explanation for this is that

you can use imagery to tell a story and communicate with users. It also demonstrates that respondents remember the material so they can match the picture to the text they just read.

2.3. Presentations. Table 7 displays the mean perception of the respondents on format as to presentation. The result shows that the overall mean is 4.26 and verbally interpreted as agree; this implies that the module is well-organized and well-presented to the module's readers.

Table 7
Perception of the Respondents on Format as to Presentations

Indicators	Mean	SD	V.I.
1. The presentations are complete and use localized/original graphics and pictures.	4.35	0.68	SA
2. The presentations are engaging, interesting and understandable.	4.22	0.75	SA
3. The presentations are suitable for the abilities and needs of learners.	4.26	0.77	SA
4. The presentations are well organized and formatted.	4.22	0.87	SA
5. The presentations are enough for the students to perform required tasks.	4.19	0.83	SA
6. The presentations are appropriate in the needs of learners.	4.32	0.66	SA
7. The presentations are logical and have smooth flow of ideas.	4.25	0.85	SA
Overall	4.26	0.08	SA

Notably, the highest mean score shows that the respondents ‘agreed’ that presentations are complete and use localized/original graphics and pictures (mean=4.35); this implies that all the images and graphics used in the localized



materials were created by the author and were well-presented. On the other hand, the lowest mean score among the result is the respondents 'agreed' that presentation is enough for the students to perform required tasks (mean= 4.19); this demonstrates that the module is entertaining, interesting, and simple enough for students to follow.

2.4. Wellness Massage. Table 8 shows the overall perception of the respondents on the summary of the respondents on Module in Wellness Massage. As examined carefully, the overall mean was 4.16, and verbally interpreted as "Acceptable"; it implies that students accept that the Wellness Massage module's given components and formats are good and easy to understand. It also suggests that the respondents agreed that instructional materials help them achieve learning outcomes and activities by promoting greater comprehension of the teachings.

Table 8
Summary of Perception of the Respondents on Module in Wellness Massage

Indicators	Mean	SD	V.I.
Components			
Objectives	4.11	0.06	A
Learning Contents	4.19	0.04	A
Activities	4.16	0.10	A
Assessment Tools	4.11	0.06	A
Format			
Design and Layout	4.11	0.06	A
Print	4.17	0.13	A
Presentation	4.26	0.08	A
Overall	4.16	0.03	A

It also means that the respondents agree that instructional materials help them achieve learning outcomes and activities by improving their understanding of the content.

2. Performance of the Respondents

Table 9 shows how respondents performed on the written examination in the TLE

Table 9
Performance of Respondents in the Technology and Livelihood Education Wellness Massage as to Written Examination

Performance	Frequency	Percent	Description
Above 90	36	47	Excellent
85-89	12	15	Very Good
80-84	19	25	Good
75-79	10	13	Fair
Total	77	100	

Wellness Massage. With a frequency of 36, the majority of the respondents performed "Excellent," receiving a rating of 90 or above (47%). Furthermore, respondents scored "Good" with a rating of 80-84 and a frequency of 19 (25%). Respondents are "Very Good" with a rating of 85-89 and a frequency of 12 (15%), and "Fair" with a rating of 75-79 and a frequency of 10 (13%).

Most of the respondents were excellent because they were able to understand the materials, according to the results. This can be shown by effectively translating information from one form to another and interpreting the examination.

Table 10
Performance of Respondents in the Technology and Livelihood Education Wellness Massage as to Practicum

Performance	Frequency	Percent	Description
Above 90	33	43	Excellent
85-89	14	18	Very Good
80-84	24	31	Good
75-79	6	8	Fair
TOTAL	77	100	

Table 10 presents the performance of respondents in the TLE Wellness Massage as to practicum. As seen in the table, most students performed a "Excellent", with scores ranging from 80 to 90 and a frequency of 33 (43%). Twenty-four of the respondents (31%) are in the "Good" category, with a score ranging from 80 to 84. Moreover, 14 (18%) of the respondents are in the category of "Very Good," with a score of 85-89, and 6 (8%) of the respondents are in the category of "Fair," with a score of 75-79.

The results indicate that most of the



respondents performed well in the practicum of the localized module. Furthermore, it is clear from this observation that all the given practicum produced good results and respondents are doing well in Wellness Massage since the material of the localized instructional module is simply understood by them.

3. Significant relationship between the components and format of the localized module in Wellness Massage and students' performance

Table 11
Correlation Between Module in Wellness Massage and Student's Performance

Module in Wellness Massage	Students' Performance	
	Written Examination	Practicum
Objectives	.227*	.296**
Learning Content	.218*	.485**
Activities	.270*	.232*
Assessment Tool	.192	.261*

Table 11, presents the positive correlation between the module in Wellness Massage as to its components and the student's performance. The obtained r values signify positive relationships between the objectives of the module and the performance of the respondents in written examination ($r = .227^*$) and practicum ($r = .296^{**}$) which were found significant at the 0.05 and 0.01 level respectively. This means that the objectives of the module were fully understood by the respondents, that they were able to grasp all the lessons stipulated in the learning materials, leading to a better performance both in written and in practicum. The existing positive relationship between the variables being studied denotes those students who have better understanding of the objectives of the lessons would mean better performance in the subject. This implies, that, for a student to successfully pass a particular subject, the lesson's objectives must be well written, clearly stated and generally reflects the standard characteristics of a well stated objectives.

This was also strengthened by Celikoz (2010), as they help in testing and assessing

student performance, objectives should be clearly specified in the instructional materials. It is important to provide appropriate instructional materials in order to achieve successful learning objectives.

The learning content is significantly correlated to written examination ($r = .218^*$) and practicum ($r = .485^*$). The implication of this is that there is a positive significant correlation between learning content and students' performance. This implies the lessons and activities are appropriate for the student's level of wellness massage advancement. According to Erilla (2011), stressed that the learning and teaching are guided by materials. It is true that teachers and students in many cases rely heavily on textbooks, and textbooks determine the learning components and methods, i.e. they control the learning content, methods, and procedures. Students learn what's presented in the textbook, and how the textbook will influence the learning process and the class. Resources are therefore the focus of learning in many situations, and one of the most important factors on what happens in the classroom.

This is confirmed by Burge (2017) she believes the heart of any learning materials, such as a module, is the learning content/lesson. Modules should have specific aims and expectations for student engagement in class. The learning content must be attainable. It should provide information on what students should know as well as exercises that will help them achieve their learning objectives.

The results present the correlation of activities in terms of written examination and practicum. As shown, there is positive significant correlation between activities and written examination ($r = .270^*$) and practicum ($r = .232^*$). This means that the learning activities are well understood by learners/reader.

The result strengthened by Race (2019), learning activities should be purposeful, meaningful, and practical, allowing students to apply what they've learned in one context or purpose to another.

As the name suggests, learning activities are activities planned or deployed by the teacher to bring about or establish learning conditions.



Any teaching activities encourage experiential learning, others mobilize conceptual thinking, while others encourage learners to engage in analytical debate.

Data value presents the correlation of assessment tool to written examination and practicum. As seen in the evaluation, the assessment tool has no significant relationship with the written examination ($r=.192$), implying that regardless of the outcome, respondents were informed and familiar with the topics. Assessment tool is significantly correlated to practicum ($r= .261^*$) which implies that the students learned the evaluation in terms of performance tasks when they used the localized module.

The result strengthened by Trotman (2020), that assessment tool was developed to help educators and students to gather key information to better assess what training and performance are required and used to identify the best ways to move through the process of instructional design/materials.

Table 12
Correlation Between Module Format and Student's Performance

Format	Students' Performance	
	Written Examination	Practicum
Design and Layout	.327**	.396**
Print	.244*	.270*
Presentation	.337**	.235*

Positive correlation between the module format and students' performance is presented in Table 12. The obtained r values showed positive relationship between the module's design and layout and respondents' success in the written examination ($r=.327^{**}$) and practicum ($r=.396^{**}$), both of which are significant at 0.01 levels.

As a result, respondents considered design and layout to be the norm or default method of gathering information. They assist students in achieving the best possible attraction in their performance and they were able to effectively communicate the critical information that the localized module required. It also implies

that the design and layout of the localized module were essential.

The result also confirmed the assertion of Simui et al, et al (2017) that one of the features that enable instructional material identified are to become user-friendly, the use of illustrations, design and layout within the learning units.

In terms of print, significant relationship with written examination ($r=.244^*$) and practicum ($r=.270^*$) are evident. This means that print benefits students in a number of ways. The printout was enjoyed by the students because it was readily accessible, convenient, and user friendly. It requires no special equipment for students to use, and print materials can be used anywhere. To support the above statement, according to Maguire, (2017), print studies focus primarily on the published, public and popular, while it shows that institutions commissioned and distributed print for a range of communicative and administrative purposes. Print has increasingly navigated and negotiated a wide range of exchanges ideas and has been a critical component of social relationship development and performance.

For presentation, positive correlation was shown with both written examination and practicum. Data show significant correlation of presentation ($r= .337^{**}$) and the written examination and ($r= .235^*$) in terms of practicum. It implies the localized module is well-organized from start to end. It illustrates that the localized instructional module has an effective presentation, showing that the readers/users understand and are interested in the localized module. It also means that giving a good presentation is a tactic for getting a good result.

To strengthen the above statement, according to Hong et al (2012), presentation strategies are constantly used to ensure that optimal goals at instructional materials are communicated through the disclosure of knowledge to target respondents. They must determine what they want to communicate and then choose from a range of strategies to achieve this goal and cultivate a desirable expectation from the audience. As a result, presentation methods have a significant effect on how readers perceive instructional materials



CONCLUSIONS

On the basis of the foregoing findings, the following conclusions were drawn that:

1. The hypothesis stating that the perception of the respondents on the components and format of the module in Wellness Massage in terms of objectives, learning content, activities and their performance is not significantly related to their written examination is not sustained. The assessment tool, on the other hand, indicates no significant relationship in terms of written examination hence the hypothesis in this respect is sustained.
2. The hypothesis stating that the perception of the respondents on the components and format of the module in wellness massage and their performance is not significantly related to practicum is not sustained.

RECOMMENDATIONS

Based on the conclusions drawn from the study, the following are hereby suggested:

1. The school administrator and teacher may provide a well-planned and interactive evaluation or examination to arouse the students' interest. It is suggested that the school consider developing a module with a similar pattern with different sets of examination. A seminar for teachers on the importance of adaptable methods and techniques in evaluation is highly recommended.
2. It is recommended that school administrators and the division office may conduct trainings and seminars for teachers to keep up with the latest educational trends and how to be effective key factors in teaching-learning process. Schools may have more laboratories and facilities that can be used in practical learning because students have already shown a high level

of success in Technology and Livelihood Education Wellness Massage.

3. Future researchers may also conduct a study using other related variables on the utilization of localized materials in promoting Philippine Hilot in teaching Wellness Massage to further enhance the findings of the study.

REFERENCES

- Belda L. M. (2016). *Sleeping garment module: A guide in teaching TLE dressmaking Grade 9*. Laguna State Polytechnic University, Philippines
- Burge, A. (2017). How to design effective teaching modules. <https://www.uaces.org/resources/articles/how-design-effective-teaching-modules>
- Celikoz, N. (2010). Basic factors that affect general academic motivation levels of candidate preschool teachers. 131(1), 113-127. <http://www.sciencedirect.com/science/article/pii/S1877042809002432>
- DepEd Order No. 31, s 2012. Policy guidelines on the implementation of grades 1 to 10 of the K to 12 basic education curriculum (BEC). <https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/>
- Erilla, J. (2011). Learned adaptations: teachers' understanding and use of curriculum resources. *Journal of Mathematics Teachers Education*, 14(5), 331-353.
- Gonzales, M. C. (2014). Developing instructional materials for teaching intermediate algebra in public secondary schools in Polillo Island. *MSEUF Research Studies*.
- Hong, S., Tandoc, E., Jr., Kim, E. A., Kim, B., & Wise, K. (2012). The real you? The role of visual cues and comment congruence in perceptions of social attractiveness from Facebook profiles. *Cyberpsychology, Behavior, and Social Networking*, 15(7), 339–344. <https://doi.org/10.1089/cyber.2011.0511>

Learning Activity. (n.d.)
<https://newlearningonline.com/learning-by-design/glossary/learning-activity>

Maguire, F. (2017). Bonds of print and chains of paper: rethinking print culture and social formation in early modern England, c.1550-c.1700. (Doctoral Dissertation). University of York.
<http://etheses.whiterose.ac.uk/18920/>; <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.729545>

Race, P. (2019). The lecturer's toolkit: a practical guide to assessment, learning and teaching. <https://www.routledge.com/The-Lecturers-Toolkit-A-Practical-Guide-to-Assessment-Learning-and-Teaching/Race/p/book/9780367182267>

Republic Act No. 10533 Implementing rules and regulations of the enhanced basic education act of 2013.
<https://www.officialgazette.gov.ph/2013/09/04/irr-republic-act-no-10533/>

Simui, F., Thompson, L. C., Mundende, K., Mwewa, G., Kakana, F., Chishiba, A., & Namangala, B. (2017). Distance learners' perspective on user-friendly instructional materials at the University of Zambia. *Journal of Learning for Development*, 4(1), 90-98

Trotman, C. (2020). Creation of a support tool for the needs assessment process: a design and development study. (Doctoral Dissertation). VirginiaTech. <http://hdl.handle.net/10919/97595>

AUTHORS PROFILE



Shiela M. Aguila is a graduate of Master of Arts in Education major in Technology and Home Economics at Laguna State Polytechnic University San Pablo City Campus, Laguna on 2021. She earned a Bachelor of Business Teacher Education major in Business Technology from the Polytechnic University of the Philippines in Sta. Mesa, Manila, on 2010. Presently, she is a Teacher II teaching Technology and Livelihood

Education at Col. Lauro D. Dizon Memorial Integrated High School. She holds an NC II in Cookery, as well as an NC II in Bread and Pastry Production.



Edna O. Briones, EdD is an Associate Professor V at Laguna State Polytechnic University, San Pablo City Campus at the College of Teacher Education Graduate Studies and Applied Research. She earned Doctor of Education major in Educational Management at Technological University of the Philippines, Manila. At present, she teaches professional education in both Masters and Doctorate program. She has served as the Associate Dean at College of Arts and Sciences on 2017-2018 and College of Teacher Education -Graduate Studies and Applied Research on 2018-2019.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).