

# Evaluation of Self-Instructional Material in Creative Non-Fiction

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## ABSTRACT

This study described and evaluated the content of the self-instructional material in Creative Non-Fiction and its effectiveness on senior high school students' academic performance. Eighty (80) students who were given a pre-test and post-test participated in the study so that the effect of the self-instructional material on the academic performance was determined. The eighty (80) students were divided into two groups: forty (40) students used the self-instructional material, and another forty (40) students did not use the self-instructional material. Their respective pre-test and post-test results were used to describe their academic performance. Three experts evaluated the content of the self-instructional material using a self-instructional material evaluation tool. The findings of the study showed that: The content of the self-instructional material, which covers six parts, is accurate, current, clear, and authentic and, at the same time, appropriate for diverse learners and aligned to the curriculum guide provided by the Department of Education. The students' academic performance who used the self-instructional material were higher than the students' academic performance who did not use the self-instructional material after the semester based on their post-test results. The self-instructional material helped the students who used it to improve their academic performance; therefore, the self-instructional material is effective for the students.

**Keywords:** self-instructional material, academic performance, experimental

## 1. INTRODUCTION

The new Senior High School curriculum aims to equip learners with skills that will better prepare them for the future, whether it be for employment, entrepreneurship, skills development (further tech-voc training), and higher education (college). This great endeavor poses great challenges to the new teachers, and one such challenge lies in instruction. In the face

of severe criticisms due to the lack of textbooks in senior high school, educators should deliberate on various ways to work out this challenge. One such way is to prepare self-instructional material for senior high school students.

With the current shift toward the enhanced basic education curriculum, it has become imperative for the classroom teacher to learn to

develop his/her self-instructional materials. However, doing such may put a heavy demand on the teacher's basic knowledge in preparing learning lessons suited to particular groups of individuals in the class. Whether the instruction is intended for a whole class or a student, the teacher should plan, organize, and develop suitable instructional materials. [1]

Self-instructional materials are particularly beneficial as a strategy in introducing basic information to an entire class [2]. This allows the lecture-discussion hours for more "discussions" and less "lecture," for enrichment activities are offered to the students; thus, self-instructional materials like modules would benefit both the student and the teacher as well. [3]

The use of modules or self-learning packages as a learning material is no longer new in education, especially at the secondary level. This teaching-learning material is characterized by small-step, sequential, and concept-and/or skill-oriented presentation of a unit of learning [4]. This applies to all levels of learning and to a wide range of learning activities in school, in trade and industry, and even in the world of high technology. As an instructional strategy, modules are designed to bring about a satisfactory level of learning among slow, average, and fast learners. [1]

Schools encourage their faculty members to develop instructional materials. The schools need self-instructional material that the teachers can use to encourage independent study, critical thinking, resourcefulness, and cooperation. Since there is already a self-instructional material developed in one of the

subject offerings, Creative Non-Fiction, the researcher, the writer of the self-instructional material, deemed it proper to evaluate its content and effectiveness so that it will become more beneficial to the users. This study could help the writer identify areas for improvement and ultimately help him realize his goals more efficiently. Based on this rationale, this study entitled "Evaluation of Self-Instructional Material in Creative Non-Fiction" aims to find significance and contribution to the academic world [5].

This research aimed to determine the students' academic performance based on their self-instructional material utilization. Specifically, the researcher sought to answer the following:

1. How may the content of the self-instructional material be described?
2. How may the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material be described based on their pre-test results?
3. How may the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material be described based on their post-test results?
4. Is there a significant difference between the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their post-test results?

## **2. MATERIALS AND METHODS**

### *2.1. Research Design*

This study utilized a descriptive-evaluative research design.

The first group of respondents in this study was the three experts who were asked to evaluate the content of the self-instructional material using an evaluation tool. The first expert was an English Supervisor who taught English for over twenty (20) years, while the other two experts were Master Teachers in English who have been teaching English for over a decade. The three experts served as Learning Resource Evaluators of the Department of Education. Furthermore, the two master teachers have already been using the self-instructional material for two semesters.

The second group of participants in this study was the two classes composed of 80 students. The 80 students were divided into two groups: forty (45) students who used the self-instructional material and forty (40) students who did not use self-instructional material. These two groups of students both took pretest and post-test. Their respective pretest and post-test results were used to describe their academic performance.

### *2.2. Research instrument*

The main data-gathering instruments used in this study were the self-instructional material evaluation tool and the validated pretest and post-test.

To describe the content of the self-instructional material, the researcher used the weighted mean. To describe the students' academic performance before and after administering the self-instructional material, the researchers used frequency count, percent, and average.

### *2.3. Data analysis*

To determine if there is a significant difference between the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their post-test results, the t-test for independent samples was used. The SPSS Version 21 software was utilized in the statistical analysis of data.

## **3. RESULTS AND DISCUSSIONS**

Table 1 shows the evaluation results of the self-instructional material's content as extremely good for the purpose. The self-instructional material has a weighted mean of four (4) in each criterion. This means that all eight (8) criteria are very satisfactory, based on the experts' evaluation.

The first very satisfactory criterion is the content is aligned with the curriculum guide. The self-instructional material content includes the following: content, content standard, performance standard, and learning competencies taken from the curriculum guide provided by the Department of Education (DepEd).

According to Salandanan (2001), [3] one of the distinctive features of self-instructional materials is updatable content; hence, the second very satisfactory criterion is information is accurate and current. The content of the self-instructional material is up-to-date. Its information and data are relevant and correct. The sources of information are also appropriately indicated in the bibliography. The writer has asked competent evaluators to check the self-instructional material's content to

**Table 1. Experts' Evaluation of the Content of the Self-Instructional Material**

Criteria	Weighted Mean	Verbal Interpretation
The content is aligned with the curriculum guide.	4	Very Satisfactory
Information is accurate & current.	4	Very Satisfactory
The reading level is appropriate for age/grade.	4	Very Satisfactory
Real-life applications are given.	4	Very Satisfactory
Information and directions are clearly written and explained.	4	Very Satisfactory
Activities are developmentally appropriate.	4	Very Satisfactory
Activities apply to a diversity of student abilities, interests, and learning styles.	4	Very Satisfactory
Children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged, or diminished.	4	Very Satisfactory

ensure it is error-free before its publication. He also used current events as examples in some discussions in the material.

As readers progress through developmental stages, their needs and instructional demands change. Hence, the materials and the methods used for advanced readers differ from the more structured approach for beginning readers. A text that is too easy, content-wise, or too difficult, will not provide many benefits to the students. Hence, the third very satisfactory criterion is the reading level is appropriate for age/grade. The explanations and examples in the self-instructional material are carefully designed and strategically prepared for students at their own pace of understanding and spectrum levels. It also used contextualized content so the learners could easily comprehend

what they are reading.

Bennett, Harper, & Hedberg (2002) [6] emphasized that skills and knowledge are best acquired within realistic contexts. Hence, the fourth very satisfactory criterion is real-life applications are given. The content of the self-instructional material is personally meaningful to the learner - that is engaging and relevant in a way that assists them in their meaning-making. Engaging students in cognitive processes that reflect the real-world counterpart was emphasized [7].

Macarandang (2009) [1] recommended that self-instructional materials use simple and easily understood language by their intended users. All that a teacher would typically discuss in class should be presented in detail in the

**Table 2. Academic performance of the students who used the self-instructional material and that of the students who did not use the self-instructional material based on their pretest results**

Students Who Used the Self-Instructional Material			Students Who Did Not Use the Self-Instructional Material		
Academic Performance	Frequency	Percent	Academic Performance	Frequency	Percent
Fair	9	22.5	Fair	10	25.0
Poor	31	77.5	Poor	30	75.0
Total	40	100.0	Total	40	100.0
Average: 70.12 (Poor)			Average: 70.20 (Poor)		

**Table 3. T-test Result of the Significant Difference between the Academic Performance of the Students Who Used the Self-Instructional Material and That of the Students Who Did Not Use the Self-Instructional Material Based on Their Pretest Results**

Statistical Measures	Students Who Used the Self-Instructional Material	Students Who Did Not Use the Self-Instructional Material
Mean	70.12	70.2
SD	4.84	5.05
N	40	40
t value	0.0461	
Df	39	
P-Value	0.9635	
Decision	accept the null hypothesis	
Interpretation	not significant	

material. This justifies the fifth very satisfactory criterion, which is information and directions are clearly written and explained. The third part of the self-instructional material, Gear Up Your Mind, discusses concepts of a lesson and provides examples and situations necessary for successful understanding [8]. The self-instructional material is characteristically self-directing since it includes instruction on how the various investigations will be pursued. Furthermore, the learners could do the activities in advance without the teacher's help because the directions in the activities provided are well explained. The writer has also provided rubrics so the learners could self-assess their performance in each activity.

An approach to teaching that respects both the age and the individual needs of each learner [9]. The idea is that the material should fit the learner; the learner does not necessarily have to fit the material. Hence, the sixth very satisfactory criterion is activities are developmentally appropriate. Developmentally appropriate activities are provided in the following parts of the self-instructional material:

a. Turn Up Your Knowledge

As it stands, it aims to activate the prior knowledge of the learners towards achieving the maximum learning outcomes. It likewise includes an introduction to the lesson and some preliminary activities which will prepare and activate the learner's schema.

b. Boost Up Your Learning

This component offers learners scaffolding activities that are primarily intended to check their comprehension. This allows proper concept mapping and meaning-making for practical application of all the concepts learned.

c. Level Up Your Learning

This part provides activities that will develop the higher-order thinking skills of the learners. It challenges the learners through dynamic activities ranging from different levels of complexity.

d. Round-Up Your Learning.

This section offers activities that will aid the learners in maximizing their learning practically and contextually. Students are encouraged to do enhancement activities, group dynamics, and further research on a given topic.

**Table 4. Academic Performance of the Students Who Used the Self-Instructional Material and That of the Students Who Did Not Use the Self-Instructional Material Based on Their Post-test Results**

Students Who Used the Self-Instructional Material			Students Who Did Not Use the Self-Instructional Material		
Academic Performance	Frequency	Percent	Academic Performance	Frequency	Percent
Excellent	22	55.0	Excellent	8	20.0
Very Satisfactory	18	45.0	Very Satisfactory	22	55.0
Total	40	100.0	Satisfactory	10	25.0
Average: 89.97			Total	40	100.0
			Average: 86.6		

Learning material quality is enhanced if the material is designed to consider learners' abilities, interests, and learning styles. Hence, the seventh very satisfactory criterion is activities that apply to a diversity of student abilities, interests, and learning styles. The self-instructional material provides a wide variety of activities that could cater to the learners' multiple intelligences, learning styles, and interests. Furthermore, individualized and cooperative activities are also incorporated into the pool of activities. The writer of the self-instructional material employed the principles of differentiated instruction in the formulation of diversified activities.

Based on the Department of Education Mission, to protect and promote every Filipino's right to quality, equitable, culture-based, and complete basic education, students should learn in a child-friendly, gender-sensitive, safe, and motivating environment. Hence, the last very satisfactory criterion is children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged, or diminished. The writer of the self-instructional material strictly adhered to the Department of Education Bureau of Learning Resources' social content guidelines. The writer ensured that text, art, and photos/illustrations

of the self-instructional material teach social values and the government's educational thrusts.

Table 2 presents the description of the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their pretest results.

The pretest of the students who used the self-instructional material shows that nine or 22.5 percent were placed as fair and 31 or 77.5 percent were placed as poor. The data reveal that students need to improve their academic performance.

The pretest of the students who did not use the self-instructional material shows that 10 or 25 percent were placed as fair and 30 or 75 percent were placed as poor. The data reveal that students need to improve their academic performance.

Table 3 presents the t-test result of the significant difference between the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their pretest results.

**Table 5. T-test Result of the Significant Difference between the Academic Performance of the Students Who Used the Self-Instructional Material and That of the Students Who Did Not Use the Self-Instructional Material Based on Their Post-test Results**

Statistical Measures	Students Who Used the Self-Instructional Material	Students Who Did Not Use the Self-Instructional Material
Mean	89.97	86.6
SD	2.89	3.26
N	40	40
t value	5.8605	
Df	39	
P-Value	less than 0.0001	
Decision	reject the null hypothesis	
Interpretation	extremely significant	

The computed two-tailed p-value is 0.9635, which is higher than 0.01 and 0.05. It indicates a not statistically significant difference. Hence, the null hypothesis was accepted. Therefore, there is no significant difference between the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their pretest results. The data also reveal that the students from the two groups both need to improve their academic performance.

The pretest results of the students also reflect the declining English proficiency of Filipino students [10]. The Filipino students' self-assessed proficiency in the English language has declined over the past twelve years, according to the March 2015 Social Weather Survey, compared to earlier Social Weather Surveys in December 2002 and September 2009. March 2015 survey results showed a decline in all aspects of English proficiency, most notably in the ability to speak English, compared to December 2002 and September 2009 results. This predicament could be attributed to many factors that could be observed in a typical ESL classroom. One of these many factors, as stated in the survey, is low-quality instructional

materials. News reports tell us of errors in textbooks, especially those used in K to 12 (Kindergarten to Grade 12) [11]. The errors can be corrected, but what is beyond control is the students' choice of reading materials when they are on their own. It may surprise educators that the trending books are not those with superb literary value, written by William Shakespeare, Edgar Allan Poe, and other literary giants. Inside the books that the students are reading these days are comma-spliced and run-on phrases, instances of incorrect subject-verb agreement, and sentences that end not just with one but a whole set of punctuation marks. Experts also find it disturbing that anyone can publish books in the Philippines without checking by good editors and even selling them through reputable bookstores [12]. Students learn the language by reading; hence, educators cannot expect them to learn the language if the books they are reading are full of errors.

Table 4 presents the students' academic performance who used the self-instructional material and the students who did not use the self-instructional material based on their post-test results.

The post-test results of the students who used the self-instructional material show that 22 or

55 percent were placed as excellent and 18 or 45 percent were placed as very satisfactory. The data reveal that the students who used the self-instructional material have improved their academic performance in Creative Non-Fiction.

The post-test results of the students who did not use the self-instructional material show that 8 or 20 percent placed as excellent, 22 or 55 percent placed as very satisfactory, and 10 or 25 percent placed as satisfactory. The data reveal that the students who did not use the self-instructional material have also improved academic performance but not as much as the students' improvement who used the material [13].

These findings are in unity with the grades of the students from the two groups. The Department of Education grading system in senior high school is composed of three criteria: written works, performance tasks, and quarterly assessments. It was observed that the students who used the self-instructional material have higher scores in the three criteria than the students who did not use the self-instructional material [14]. These assessment results support the findings of the study.

Table 5 presents the t-test result of the significant difference between the students' academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their post-test results.

The results presented in Table 5 point out that the computed two-tailed p-value is less than 0.001, which is considered extremely statistically significant; hence, the null hypothesis was rejected. Therefore, there is a significant difference between the students'

academic performance who used the self-instructional material and that of the students who did not use the self-instructional material based on their post-test results. The students who used the self-instructional material have significantly higher academic performance in Creative Non-Fiction than that of the students who did not use the self-instructional material [15]. This also confirms that the self-instructional material has shown improved effectiveness on students' academic performance in Creative Non-Fiction.

The self-instructional material helped the learners to improve their academic performance by encouraging independent study, critical thinking, resourcefulness, and cooperation among their peers, thus established strong cooperative learning. The teacher who used the material in teaching Creative Non-Fiction could also provide close interaction between the learner and the subject matter. Greager and Murray (1991) [5] enumerated the advantages of using a self-instructional material. It provides the opportunity for organizing numerous sequences to reflect the particular interest of the teacher and students. It allows the teacher to focus on the deficiencies of students in the subject matter. It serves to eliminate the necessity of covering subject matter already known to students. With the use of self-instructional material, students' progress is assessed, and the routine aspect of instruction is reduced, giving the teacher a chance to enjoy her contact with the students. These advantages were observed in the class of students who used the material and led to the improvement of their academic performance.

#### 4. CONCLUSIONS



Based on the findings of the study, the following were the conclusions made that the content of the self-instructional material, which covers six parts, is accurate, current, clear, and authentic. It is also appropriate for diverse learners and is aligned with the Department of Education's curriculum guide. The self-instructional material has shown its effectiveness because the students who used it have improved their academic performance in Creative Non-Fiction.

#### **5. CONFLICT OF INTEREST**

NA

#### **6. SOURCE/S OF FUNDING**

No source of funding

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