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MULTIMODAL LEARNING MODULE DEVISED TO REVITALIZE EDUCATIONAL LEARNING MATERIAL IN INSTITUTIONAL CORRECTIONS

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ABSTRACT

This study aims to improve criminology education by using a multimodal approach that works well in both online and traditional classroom settings, especially in Institutional Corrections. Recognizing the need to update teaching methods to meet the changing needs of students and modern educational environments, the research investigates how effective a multimodal learning module is in revitalizing educational materials for institutional corrections, using a quantitative research method. The study assesses the views of criminology educators, administrators, and students from three schools offering criminology programs on this new learning module. The focus is on using diverse instructional strategies that address different learning styles and preferences, suitable for both online and traditional formats. The research presents a new learning module created for blended learning during the pandemic, aimed at making learning more engaging for students and educators. This module seeks to improve criminology education across different settings, expand educational access, and stay current with educational trends. By providing future criminologists with the necessary skills and knowledge, this study aims to raise the quality and effectiveness of criminology educational materials. In summary, the research highlights the importance of innovative teaching strategies and shows how a well-designed multimodal approach can connect traditional and modern learning environments, leading to a more inclusive and effective educational experience.

KEYWORDS: *Criminology education, Online learning, Multimodal approach, Institutional Corrections, Blended learning, Educational materials, Instructional strategies, Learning styles, Innovative teaching, Educational trends.*

INTRODUCTION

The inception of this research is rooted in the researcher's strong dedication to enhancing the accessibility of educational resources in both online and traditional modalities. Amidst the challenges posed by the pandemic in 2020, the researcher embarked on a meticulous endeavor to develop an innovative learning module tailored specifically to address the pressing need for revitalized educational materials in this subject. It's noteworthy that the researcher has already authored a module that has been utilized during the pandemic, spanning both online and modular modalities. The researcher underwent a modified e-learning training based on the Digital Educator Program designed by the E-Learning Consultants. The researcher has been assigned to craft a module for the Correctional Administration Area, which holds significant importance within the six clusters assessed in the Board Licensure Examination for Criminologists, constituting 10% of the total examination percentage. According to the Professional Regulation Commission Table of Specification, Institutional Corrections is allocated 4% of the examination weight. This allocation emphasizes the legal and practical relevance of Institutional Corrections within the examination framework, highlighting its critical role in assessing candidates' proficiency in managing correctional institutions and implementing effective rehabilitative strategies.

Revitalizing learning materials for the subject of Correctional Administration, especially in Institutional Corrections, is essential due to its significant influence on shaping the competencies of future criminologists and practitioners in the field. With its substantial weightage of 4% in the Board Licensure Examination in Criminology, the quality of educational resources directly affects candidates' preparation and performance in the examination. The development of a multimodal learning module represents a forward-thinking approach to revitalizing educational materials within Institutional Corrections. By harnessing innovative teaching methodologies and leveraging modern technologies, the module seeks to elevate learning experiences, foster deeper engagement, and ultimately drive positive outcomes in education and practice.

Who would have predicted what happened 4 years ago due to the global Covid-19 pandemic? Suddenly and somewhat unexpectedly, online learning and teaching has now entered the mainstream of education at the same time as many educational institutions from K-12, higher education, professional and vocational training, and continuing education were forced into the digital world of online teaching and learning without being well prepared for it (Bozkurt & Sharma, 2020; Zawacki-Richter,

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2021). In response to emergency remote teaching situations, educators frequently found themselves compelled to transpose their traditional face-to-face teaching approaches directly into the online environment. The abrupt shift to remote teaching, driven by unforeseen circumstances, often left little room for a nuanced adaptation of instructional methods. As a result, teachers primarily relied on the familiarity of their in-person teaching strategies, attempting to seamlessly transplant these methods into the online realm.This rapid transition, while a pragmatic response to the urgent need for continuity in education, presented challenges. The shift to emergency remote teaching demanded a swift adjustment, and educators, under time constraints, utilized their existing pedagogical knowledge without the luxury of a comprehensive redesign for the online format. Consequently, this direct transfer of teaching methods from face-to-face to online instruction reflects the exigency of the situation, underscoring the need for more deliberate strategies and support systems in times of unforeseen educational disruptions.

In terms of alignment, this study correlates with the 17 United Nations Sustainable Development Goals, specifically Goal No. 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In a similar vein, digital education, an approach to the use of digital tools and technologies in the process of teaching and learning, has been introduced at all levels of education. Educational institutions now offer digital learning opportunities of some kind that are flexible in terms of time and space to reach new target groups (e.g., international students or working adults) or to better serve the needs of their conventional student body in a blended or technology-enhanced format. The revitalization of educational learning materials, with an emphasis on module content enrichment and engagement, aligns with the shared goals of international institutions to foster a new generation of criminology professionals equipped to address the challenges of an interconnected world.

OBJECTIVES OF THE STUDY

The findings of the study hold the promise of not only benefiting individual students and educators but also contributing valuable insights to the broader educational community and influencing practices at institutional and policy levels. This research is poised to play an important role in shaping the future landscape of criminology education, fostering adaptability, inclusivity, and excellence in the field. With this the study is focused on answering the following objectives: 1. What is the respondents' assessment on the level of Effectiveness of Multimodal Learning Module in Institutional Corrections in terms of: Objective of the Course, Content as Prescribed by CHED, Learning Strategies, Interactive Session Activities, Assessment Method, Evaluation Method, References 2. Is there a significant difference in the assessment on the level of Effectiveness of Multimodal Learning Module in Institutional Corrections among criminology educators and students in terms of the aforementioned variables? 3. What is the level of seriousness of the challenges confronted by the respondents in utilizing the Multimodal Learning Module in Institutional Corrections? 4. Is there a significant relationship between the level of effectiveness and the level of seriousness of the challenges encountered by the respondents? 5. Based on the findings of the study, what revitalized Multimodal Learning Module in Institutional Corrections may be proposed?

METHODOLOGY

In this study, a developmental research approach was employed to investigate and enhance the implementation of a multimodal learning module in revitalizing educational learning materials for institutional corrections. Unlike descriptive research, which primarily focuses on providing a detailed snapshot of existing conditions, developmental research is oriented towards creating and refining interventions to address specific issues. The developmental approach involves iterative cycles of planning, implementation, observation, and refinement, aimed at improving the effectiveness of educational strategies over time.

The research employed a quantitative research method to systematically investigate the effectiveness of the multimodal learning module in revitalizing educational learning material for institutional corrections. This design facilitated the collection and analysis of numerical data, allowing for a comprehensive examination of the impact of the multimodal strategy on learning outcomes, student satisfaction, and faculty competency. Quantitative methodologies enabled the study to quantify trends, identify patterns, and draw statistically significant conclusions, providing a robust foundation for evidence-based decision-making in the field of criminology education. The use of a quantitative research design ensured a rigorous and systematic exploration of the key variables, aligning with the study's objective to offer a comprehensive overview of the effectiveness of multimodal approaches in the educational context.

This study involved selecting criminology educators, administrators, and students from three distinct schools that offer criminology programs. The target student population for each participating school depended on its total number of students, while for criminology educators and administrators, the researcher opted to select the entire population of criminology educators currently handling Institutional Corrections and the college administrators. To ensure balanced representation and reflect the diversity within each institution, while maintaining equitable distribution across the entire student population, a multistage sampling technique was employed.

To determine the overall sample size based on the combined total population of students from the three participating schools, the researcher utilized the Yamane formula. The Yamane formula is a statistical tool used to calculate sample size, taking into account the size of the overall population and the desired level of precision. By applying this formula, the researcher calculated an appropriate sample size of 340 students from a total population of 1,763, ensuring that the sample adequately represented the entire population while minimizing sampling error. The total population

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for criminology educators and administrators was twenty (20), resulting in a grand total of 360 respondents.

By employing a stratified sampling technique, the researcher determined sample sizes of 285 students from PCCR, 35 students from UDM, and 20 students from EAC. To select the respondents who would complete the sample sizes of 285, 35, and 20 students, the researcher used a simple random sampling technique from the list of responses submitted through the Google Form research instrument. This study aimed to gather a representative sample of criminology educators, administrators, and students from each participating school, facilitating comprehensive and reliable data collection for analysis and interpretation.

In the forthcoming stages of data collection, meticulous adherence to a structured process was paramount following the validation and reliability of instruments. Initially, the researcher diligently obtained the requisite permissions from relevant authorities to facilitate the data gathering. Once approved, the researcher shared the links to the Multimodal Module in Institutional Corrections that was to be assessed and evaluated, and the Google Form where the respondents answered the survey questions based on their assessment and evaluation. The researcher thoroughly guided the participating schools on how the respondents would fill out the form. The form consisted of confidentiality and voluntary participation, to be agreed upon by the respondent before proceeding to answer the questions. Upon completion of the form, respondents expeditiously submitted their answers to the researcher, ensuring the prompt capture of responses. Subsequently, the researcher embarked on a systematic journey of tallying, tabulating, and computing the amassed data, seeking continuous guidance from her team, including a statistician, adviser, and professor. This collaborative approach guaranteed precision and adherence to statistical principles throughout the analytical phase. The denouement of this process witnessed the presentation of data in both textual and tabular formats, with deliberate consideration given to the sub-problems and hypotheses intrinsic to the research study. This anticipatory methodology assured a high-caliber and insightful analysis, poised to contribute significantly to the ever-evolving landscape of criminology education.

TREATMENT OF THE DATA

The researcher established tables to create a comprehensive frequency distribution, facilitating the interpretation and presentation of data. Subsequently, the Percentage Method was applied to outline the demographic profile of the respondents, encompassing factors such as sex, civil status, and age of the respondents.

$$P = \frac{F}{N} \times 100$$

P - Percentage
F - Frequency
N - Number of Respondents
100 - Constant

The study employed the Average Weighted Means as a measure of central tendency to gauge the collective sentiment regarding the issues under discussion.

$$WM = \frac{\sum fx}{N}$$

WM - Weighted mean
$\sum$ - Summation sign
f - Frequency obtained from the number of responses
x - Weight of each value of the scale
N - Total number of respondents

For Subproblem 1.

To determine what is the respondents' assessment on the level of Effectiveness of Multimodal Learning Module in Institutional Corrections in terms of Objective of the Course, Content as Prescribed by CHED, Learning Strategies, Interactive Session Activities, Assessment Method, Evaluation Method and References, the 4-point Likert Scale was used.

Descriptive Interpretation	Rating	Point Scale
Very Effective (VE) The learning module is highly effective, providing comprehensive coverage of all necessary content and facilitating significant learning outcomes.	4	3.26 - 4.00
Effective(E) The learning module is generally effective, providing a clear understanding of the material and engaging them sufficiently.	3	2.51 - 3.25
Somewhat Effective (SE) The learning module is moderately effective, with some positive aspects but there are rooms for improvement that need to be addressed	2	1.76 - 2.50
Not Effective (NE) The learning module is ineffective, failing to meet their expectations or needs, and resulting in confusion or disengagement.	1	1.00 -1.75

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For Subproblem 2.

To determine the significance of the differences, the researcher first examined the assumptions of the independent t-test, which are normality and homogeneity of variance, using the Shapiro-Wilk Test and Levene's Test, respectively. Additionally, Cohen's d was used to measure the effect size of the differences. Based on the results, the researcher applied different t-tests as appropriate, including the Independent Student T-Test, Welch's T-Test, and the Mann-Whitney U Test.

The formula for the Independent Student T-Test is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- $\bar{X}_1$ and $\bar{X}_2$ are the sample means of the two groups.
- s_1^2 and s_2^2 are the sample variances of the two groups.
- n_1 and n_2 are the sample sizes of the two groups.

The degrees of freedom for the test are calculated using:

$$df = n_1 + n_2 - 2$$

This formula is used to determine if there is a significant difference between the means of two independent groups.

The formula for Welch's T-Test is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- $\bar{X}_1$ and $\bar{X}_2$ are the sample means of the two groups.
- s_1^2 and s_2^2 are the sample variances of the two groups.
- n_1 and n_2 are the sample sizes of the two groups.

The degrees of freedom for Welch's T-Test are calculated using:

$$df = \frac{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)^2}{\frac{\left(\frac{s_1^2}{n_1}\right)^2}{n_1 - 1} + \frac{\left(\frac{s_2^2}{n_2}\right)^2}{n_2 - 1}}$$

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Welch's T-Test is particularly useful when the assumption of equal variances (homogeneity of variances) is violated, providing a more reliable result under these conditions.

The test statistic for the Mann Whitney U Test is denoted by U

$$U_1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - R_2$$

and where R1 = sum of the ranks for group 1 and R2 = sum of the ranks for group 2.

For Subproblem 3
To determine what is the level of seriousness of the challenges confronted by the respondents in utilizing the Multimodal Learning in Institutional Corrections the 4-point Likert Scale was used.

Descriptive Interpretation	Rating	Point Scale
Very Serious (VS) *Challenges severely hinder the utilization of the Multimodal Learning Module in education, making it difficult to use effectively.*	4	3.26 - 4.00
Serious (S) *Challenges significantly affect the utilization of the Multimodal Learning Module, requiring effort to address and potentially hindering effectiveness.*	3	2.51 - 3.25
Somewhat Serious (SS) *Challenges are noticeable but manageable, with moderate impact on the utilization of the Multimodal Learning Module.*	2	1.76 - 2.50
Not Serious (NS) *Challenges encountered are minimal or insignificant, having little impact on the utilization of the Multimodal Learning Module.*	1	1.00 -1.75

For Subproblem 4.
The researcher conducted a normality test on the distribution prior to performing statistical analysis to determine the appropriate statistical tool for computing the correlation coefficient and analyzing the relationship between the level of effectiveness and the level of seriousness of the challenges encountered by respondents in using the Multimodal Learning Module in Institutional Corrections. The Shapiro-Wilk Normality Test was performed, and the results indicated that Kendall's tau-b was the appropriate statistical method to test the significant relationship between the level of effectiveness and the level of seriousness of the challenges encountered by respondents.

Kendall's tau-b is a non-parametric measure of correlation that accounts for ties. The formula for Kendall's tau-b is:

$$\tau_b = \frac{n_c - n_d}{\sqrt{(n_0 - n_1)(n_0 - n_2)}}$$

Where:

- n_c is the number of concordant pairs.
- n_d is the number of discordant pairs.
- $n_0 = \frac{n(n-1)}{2}$ is the total number of pairs.
- n_1 is the number of ties only in the first variable.
- n_2 is the number of ties only in the second variable.

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Kendall's tau-b takes into account the presence of ties in the data, making it a more accurate measure of correlation in such cases compared to Kendall's tau-a, which does not consider ties.

ETHICAL CONSIDERATIONS

Ethical considerations constituted a cornerstone in the design and execution of this research study, emphasizing the paramount importance of ensuring the well-being, rights, and privacy of all participants involved. Striving for utmost transparency, in the research instrument, respondents were prompted by an introduction outlining the study's purpose, procedures, and potential implications. It also included an assurance to respondents of their right to withdraw from the study at any point without repercussion. Confidentiality was rigorously maintained, with all data anonymized to safeguard the identities of respondents. Additionally, voluntary participation and contact information of the researcher were provided in case of any questions or clarification related to the survey questions. The researcher secured an agreement from each participant before proceeding to answer the questions. This commitment to ethical principles not only upheld the integrity of the research but also underscored the researchers' dedication to conducting a study that respected the dignity and autonomy of its participants.

RESULTS AND DISCUSSION

The results of the present study were summarized as follows:

1. On the respondents' assessment on the level of Effectiveness of Multimodal Learning Module in Institutional Corrections:

1.1 In Terms of Objective of the Course

Both students and criminology educators/administrators rated the effectiveness of the Multimodal Learning Module in Institutional Corrections highly, with mean ratings of 3.55 and 3.77 respectively, both corresponding to "Very Effective." Students found the course objectives well-defined and specific, aiding their learning, while educators/administrators highlighted the objectives' role in effectively guiding learning outcomes. However, both groups expressed concerns about the achievability of the objectives within the given timeframe, suggesting a need for adjustments to the course structure to better align with time constraints.

Constructivist theory suggests that learning is an active process where learners construct knowledge by interacting with their environment and integrating new information with their existing understanding. When aiming to meet course objectives within a specific timeframe, constructivism emphasizes the need for learners to have enough time to engage deeply with the content, reflect on it, and integrate it into their existing understanding. While the objectives of the module are clear and effective, there is still a need to adjust the pacing to ensure that these objectives can realistically be achieved within the provided time frame. This adjustment would better align the course structure with the practical realities of the learning process, thereby enhancing overall effectiveness.

1.2 In Terms of Contents as Prescribed by the CHED

The analysis of student and criminology educators/administrators' responses reveals a positive perception of the Multimodal Learning Module in Institutional Corrections, particularly regarding content prescribed by the Commission on Higher Education (CHED). Both groups rated the module as "Very Effective" overall, with mean ratings of 3.59 for students and 3.76 for educators/administrators. Students emphasized the interplay of Criminology, Penology, and Law as most effective, while educators/administrators favored Types and Classifications of Sentencing. However, lower ratings were given to Philosophy and Theories of Penology and the Impact of Legal Frameworks by students, and Organization of Detention Facilities by educators/administrators, indicating potential areas for improvement or differing priorities within the module.

This could be supported by Pragmatism theory, which emphasizes the practical relevance of the prescribed content ensures engagement by demonstrating how theoretical knowledge can be applied to real-world situations in criminology practice.

1.3 In Terms of Learning Strategies

Both groups rated the module highly overall, with mean ratings of 3.61 for students and 3.79 for educators/administrators regarding the effectiveness of the Multimodal Learning Module in Institutional Corrections, specifically in terms of Learning Strategies. Students favored the incorporation of teacher's notes and discussions as the most effective strategy, while educators/administrators valued a range of strategies, including active participation through higher-order thinking questions, varied practice quizzes and assessments, integration of lesson synthesis, and teacher's notes and discussions. However, differing perspectives were observed on certain strategies, indicating potential areas for adjustment to better cater to student needs and enhance overall effectiveness.

According to Constructivism theory, learners are viewed as active participants who construct knowledge through meaningful engagement with content. In the context of this study, Constructivism focuses on the importance of providing opportunities for students to actively interact with higher-order thinking questions. This engagement enables them to connect new information with their prior knowledge, thereby facilitating deeper understanding and knowledge construction.

To foster engagement with higher-order thinking questions, structured small-group discussions, debates, or group activities could be incorporated into the module. This approach encourages students to articulate their thoughts, challenge each other's perspectives, and collaboratively construct deeper understandings of the topic.

1.4 In Terms of Interactive Session Activities

The responses from students and criminology educators/administrators regarding the effectiveness of the

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Multimodal Learning Module in Institutional Corrections, particularly focusing on Interactive Session Activities, indicate a positive overall perception. Both groups rated the module highly, with mean ratings of 3.59 for students and 3.77 for educators/administrators. Students emphasized the alignment of interactive activities with overall learning objectives as most effective, while educators valued the variety of activities offered by the module. Interestingly, multimedia elements received lower ratings from both groups, suggesting potential challenges in their effective integration and utilization. Although the module has been perceived as effective, there is still a need to address issues such as technological difficulties and ensuring alignment with learning objectives, which could enhance the effectiveness of multimedia elements within the module.

In the study of, Mores et al. (2020) they have identified significant underutilization of instructional technology among faculty at Mindoro State College of Agriculture and Technology. They found that technologies for class preparation, student-directed activities, instructional delivery, documenting activities, and professional communication were rarely used, typically once or twice annually. To address these challenges and promote greater technology adoption, the researchers recommended establishing an Instructional Technology Unit, organizing professional development activities, instilling core values for technology use, ensuring equitable technology access, standardizing systems and procedures, implementing maintenance programs, and expanding internet connectivity. These measures aim to foster a supportive environment and infrastructure conducive to integrating instructional technologies more effectively into teaching practices.

1.5 In Terms of Assessment Method

The responses from students and criminology educators/administrators regarding the effectiveness of the Multimodal Learning Module in Institutional Corrections, focusing on assessment methods, indicate a positive overall perception. Both groups rated the module highly, with mean ratings of 3.58 for students and 3.76 for educators/administrators interpreted as "Very Effective". Students valued assessments with clear instructions and criteria, formative and summative assessments, and adherence to ethical standards. Criminology educators/administrators prioritized assessments' alignment with module content to ensure validity. However, students rated the diversity of assessment types lower, suggesting a preference for more straightforward methods, while educators identified room for improvement in making assessments more practical and adaptable to diverse learner needs.

These ratings, though still within the "Very Effective" range, suggest educators perceive a need for improvement in making assessments more practical and adaptable aligning with Pragmatism theory's emphasis on practicality and adaptability in educational practices.

1.6 In Terms of Evaluation Method

The feedback from students and criminology educators/administrators regarding the effectiveness of the Multimodal Learning Module in Institutional Corrections, particularly focusing on evaluation methods, is largely positive. Both groups provided high ratings, averaging 3.60 for students and 3.77 for educators/administrators interpreted as "Very Effective". Students emphasized the importance of equal opportunity in evaluations and real-world relevance, highlighting fairness and practicality. Meanwhile, educators prioritized alignment with instructional objectives to ensure validity and reflect learning outcomes. Despite the positive assessment, students expressed lower ratings for the timing and frequency of evaluations, indicating a preference for fewer but more comprehensive assessments. Educators noted the need for improvement in diversifying assessment types and ensuring equity and alignment with teaching strategies. Given these results, there is still a need to reevaluate the evaluation methods within the module, compressing them into fewer but more comprehensive assessments. Classroom evaluation frequencies and techniques should reflect pedagogy and measure the application of new knowledge and course objectives in identifying learning outcomes. (Lawton et al., 2012)

1.7 In Terms of References

Feedback from students and criminology educators/administrators regarding the effectiveness of the Multimodal Learning Module in Institutional Corrections, specifically focusing on references, is generally positive. Both groups rated the module highly, with mean ratings of 3.61 for students and 3.72 for educators/administrators interpreted as "Very Effective". Students emphasized the importance of credibility, authority, and ethical use of references, while educators appreciated the variety of reference formats to cater to different learning preferences. However, both groups found the selection of up-to-date references reflecting the latest research or developments in the field to have the lowest mean ratings. While the module references may be perceived as effective, there is still a need to improve the currency and relevance of these references. According to Gudi et al. (2021), the act of looking up a reference for verification serves as a checkpoint of appropriateness, where referencing acts as a fact-checking tool.

2. Test of significant difference in the assessment on the level of Effectiveness of Multimodal Learning Module in Institutional Corrections among criminology educators and students in terms of the aforementioned variables.

2.1 In Terms of Objective of the Course

The results of the Students' t-test revealed a significant and large difference between students' and criminology educators/administrators' assessments of the effectiveness of the multimodal learning module in institutional corrections, specifically regarding the course objectives. The t-value of -6.54, with a p-value <0.001, indicates a highly statistically significant difference, with students' mean rating being lower than that of the educators/administrators. Additionally, Cohen's d of -2.93

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represents a very large effect size, highlighting a substantial difference between the responses of the two groups. This suggests a notable divergence in perception, underscoring the need for further investigation and potential modifications to better align the module with students' needs. Addressing this disparity is crucial for improving the module's overall effectiveness in achieving its course objectives.

2.2 In Terms of Contents as Prescribed by the CHED

The results of Welch's t-test demonstrate a significant and large difference between students' and criminology educators/administrators' assessments of the effectiveness of the multimodal learning module in institutional corrections, specifically regarding the contents as prescribed by CHED. With a t-value of -8.22 and a p-value <0.001, students' mean rating is notably lower than that of the faculty, indicating a statistically significant difference. Cohen's d of -3.68 further underscores the substantial practical disparity between the two groups' responses. These findings highlight the need for potential revisions or further investigation into the module's content to address student concerns and enhance their learning experience.

2.3 In Terms of Learning Strategies

The results of the Mann-Whitney U test illustrate a notable difference in rankings between students' responses (Mdn = 3.61) and educators/administrators' responses (Mdn = 3.80) regarding the effectiveness of the multimodal learning module in institutional corrections in terms of learning strategies. With U = 0.500 and $p < 0.001$, alongside a large effect size (r = 0.990), the likelihood of the observed differences occurring by chance is very low. Consequently, the null hypothesis of no significant difference between the two groups is rejected. This highlights a significant gap in the assessment of effectiveness between criminology educators/administrators and students, emphasizing the necessity for further investigation and potential adjustments to align learning strategies with student expectations and improve their educational experience.

2.4 In Terms of Interactive Session Activities

The outcomes of the Mann-Whitney U test reveal a significant discrepancy in rankings between students' (Median = 3.58) and educators/administrators' (Median = 3.80) feedback, with U=4.00 and $p<0.001$, indicating a noteworthy difference in the perception of the effectiveness of interactive session activities. Furthermore, the considerable effect size of r=0.920 highlights a substantial perception gap between students and educators/administrators concerning the efficacy of these activities. These statistical findings underscore the necessity for a review and potential revision of interactive session activities to better meet the expectations and experiences of participants, particularly from the students' standpoint.

2.5 In Terms of Assessment Method

The Student's t-test reveals a highly significant p-value of <0.001, indicating a statistically significant difference in mean ratings between students and educators/administrators responses. With an effect size of -5.03, considerably exceeding the threshold for a large effect size, this disparity suggests underlying issues warranting attention. There may be factors valued by educators/administrators not fully understood by students, or certain aspects of the assessment method disproportionately affecting students. This substantial variance underscores the necessity for further research to identify underlying reasons and implement necessary modifications to enhance the effectiveness of Multimodal Learning in Institutional Corrections, particularly regarding Assessment Methods, from the students' perspective.

2.6 In Terms of Evaluation Method

The analysis reveals a significant difference between students' and educators/administrators' assessments of the Effectiveness of Multimodal Learning Module in Institutional Corrections in Terms of Evaluation Methods, with a p-value of <0.001. This indicates that the discrepancy in scores is not attributable to chance. With an effect size of -4.79, well above the threshold for a large effect according to Cohen's d, students rate the module significantly lower than educators/administrators. These findings highlight a substantial disparity in perceptions, emphasizing the need to address underlying issues to enhance the module's effectiveness, particularly in evaluation methods, and align it more closely with student expectations.

2.7 In Terms of References

The Mann-Whitney U test results show a significant difference in assessments between students and educators/administrators regarding the effectiveness of the Multimodal Learning Module in Institutional Corrections in terms of References, with a p-value of <0.001. This implies a notable discrepancy in their perceptions. Additionally, the effect size of r=1.00 underscores a substantial perception gap between the two groups, highlighting the need for further examination and potential adjustments to better align the module with both students' and educators' expectations and experiences.

3. On the level of seriousness of the challenges confronted by the respondents in utilizing the Multimodal Learning Module in Institutional Corrections;

The level of seriousness of challenges faced in utilizing the Multimodal Learning Module in Institutional Corrections varied between students and criminology educators/administrators, with an overall mean rating of 2.51, interpreted as "Serious" (challenges significantly affect the utilization of the Multimodal Learning Module, requiring effort to address and potentially hindering effectiveness). Technical difficulties emerged as a significant concern for both groups, rated "Serious" by students and "Somewhat Serious" by educators/administrators, suggesting potential disruptions to learning due to issues like software glitches or connectivity problems. According to Bukoye (2019), students should have the opportunity to interact with words, symbols, and ideas in ways that enhance their reading, listening, problem-solving, viewing, thinking, speaking, and writing skills, along with their ability to utilize media and technology. Conversely, the "Lack of motivation or interest in the topic"

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received lower ratings from both groups, indicating a need for further engagement strategies to sustain student interest. Addressing technical challenges and enhancing content appeal are crucial for improving the overall effectiveness of the module and achieving educational objectives. According to the study by Danao (2016), the teacher's role is to keep the student interested while providing a supportive atmosphere that is reassuring to students.

4. Test of significant relationship between the level of effectiveness and the level of seriousness of the challenges encountered by the respondents.

Kendall's tau-b analysis reveals a weak but statistically significant positive relationship ($\tau b = 0.170$, $p = 0.001$) between the effectiveness of multimodal learning and the seriousness of challenges encountered. This suggests that as the effectiveness of learning increases, so does the level of challenges, albeit slightly. Technical issues, time constraints, and student engagement are identified as potential challenges. Addressing these challenges is important to maximize the benefits of multimodal learning and optimize its effectiveness in institutional corrections.

CONCLUSION

Based on the findings of the study, the following statements were concluded:

1. The evaluation of the Multimodal Learning Module in Institutional Corrections reveals that it is generally effective but also highlights significant areas for improvement. Both students and criminology educators/administrators rated the module highly across various dimensions such as course objectives, CHED-prescribed content, learning strategies, interactive session activities, assessment methods, evaluation methods, and references, with most mean ratings indicating "Very Effective." The clear course objectives and effective content integration were particularly praised. However, technical difficulties, such as software glitches and connectivity issues, were identified as major concerns, and there were needs for more realistic pacing and comprehensive assessments. Constructivist and Pragmatism theories emphasized the need for deep engagement with content and practical relevance, suggesting that addressing these technical challenges and adjusting the course structure could enhance the module's overall effectiveness and achieve its educational objectives.
2. The assessment of the Multimodal Learning Module in Institutional Corrections reveals significant differences in perceptions between criminology educators and students across various variables. Notable disparities exist in the evaluation of course objectives, content prescribed by CHED, learning strategies, interactive session activities, assessment methods, evaluation methods, and references. Educators consistently evaluated the module more positively than students, who rated it lower across the board. Various statistical analyses, such as t-tests, Mann-Whitney U tests, and effect size calculations, confirm that these differences are significant and not random. These results emphasize the importance of addressing these gaps and aligning the module more closely with student expectations to improve its overall effectiveness. Further exploration and potential adjustments are required to bridge these perception gaps and ensure that the Multimodal Learning Module in Institutional Corrections adequately caters to both students and educators. This study suggests that while traditional educational tools remain valuable, they need to be redesigned to meet the demands of changing times, particularly in the context of online education. (Cempron, 2021)
3. The level of seriousness of challenges faced in utilizing the Multimodal Learning Module in Institutional Corrections was generally perceived as significant, with an overall mean rating of 2.51, indicating that the challenges were considered "Serious" (challenges significantly affect the utilization of the Multimodal Learning Module, requiring effort to address and potentially hindering effectiveness). Both students and criminology educators/administrators identified technical difficulties as a major concern, highlighting issues such as software glitches and connectivity problems that could disrupt the learning process. In the study titled "Factors Influencing Adoption of Instructional Technologies by Faculty Members of the Mindoro State College of Agriculture and Technology," Mores et al. (2020) found that addressing these challenges requires the establishment of an Instructional Technology Unit within the College, programming professional development activities, ensuring equitable access to technology, standardizing technology systems and procedures, and developing maintenance and repair programs for equipment.
4. The analysis reveals a statistically significant but weak positive relationship between the effectiveness of multimodal learning and the seriousness of challenges encountered. This indicates that as learning effectiveness increases, so do the challenges, albeit slightly. This unexpected trend suggests that implementing multimodal learning is complex. Key challenges include technical issues, time constraints, and student engagement. Addressing these is important to maximizing the benefits of multimodal learning in institutional corrections. By improving technical infrastructure, managing time efficiently, and enhancing engagement strategies, institutions can optimize educational outcomes. Technological advances and the evolving needs of learners call for new approaches to multimodal teaching. However, society's reliance on technology introduces expanded forms of meaning-making. (Bouchey et al., 2021) The weak positive relationship suggests that while more effective multimodal learning is beneficial, it may also present more serious challenges.

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RECOMMENDATIONS

1. Given the concerns raised by both students and educators about achieving course objectives within the given timeframe, it is essential to review and potentially adjust the module's structure and pacing. Providing additional resources or extending deadlines where appropriate can help alleviate time-related pressures.
2. To address students' preference for clear instructions and educators' prioritization of alignment with module content, consider providing detailed assessment guidelines while ensuring that assessments accurately reflect learning objectives. Additionally, diversifying assessment types to include both formative and summative assessments can provide a more comprehensive evaluation of student learning such as rubrics.
3. To gain deeper insights into the effectiveness of the Multimodal Learning Module in Institutional Corrections, the researcher suggests conducting further studies with a larger sample of educators and students to explore various dimensions and aspects of the module's effectiveness. This recommendation arises from the observed significant differences in the assessments provided by different groups of respondents.
4. Addressing technical difficulties and enhancing multimedia elements within interactive session activities are essential. Providing technical support resources, ensuring compatibility across devices and platforms, and incorporating user-friendly multimedia tools can enhance the effectiveness and seamless integration of interactive activities.
5. To better align with student needs and preferences, consider revising or supplementing module content to ensure it remains engaging and relevant. Incorporating real-life case studies, or contemporary examples can enhance student interest and understanding.
6. To strengthen the effectiveness of multimodal learning while minimizing challenges, prioritize ongoing support and training for educators and students alike to enhance proficiency and adaptability in using diverse learning tools and platforms.
7. For practical implications, the researcher suggests integrating a standardized multimodal module for lawmakers and educators to enhance educational effectiveness and cater to diverse learning styles and preferences. This approach is particularly important during interruptions like emergencies or pandemics, ensuring seamless learning continuity through flexible online and offline modalities.

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Rank 1 Faculty Member	PCCR-College of Criminal Justice	February 2024
Best Presenter	PCCR-CCJ Research Festival	March 2024
Most Promising Research	PCCR-CCJ Research Festival	March 2024

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Examination	Administering Body
Criminologists Licensure Examination	Professional Regulation Commission-Criminology

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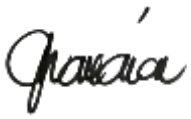
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SEMINARS/ TRAININGS/ SCHOOLINGS COMPLETED	
Training/Schooling	**Organizer/Date**
Digital Educator Training 2021	May 2021-Digital Educators Academy

I hereby certify that the above information is true and correct to the best of my knowledge.



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