



VALIDITY AND USABILITY OF FOUNDATION IN SOCIAL SCIENCE MODULE OF THE STUDENTS IN BACHELOR OF SECONDARY EDUCATION MAJOR IN SOCIAL STUDIES

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ABSTRACT

This study aimed to assess the validity and usability of Foundation in Social Science module as perceived by the students of Bachelor of Secondary Education Major in Social Studies of Laguna State Polytechnic University Santa Cruz Main Campus, Santa Cruz, Laguna. It specifically sought to answer the questions: 1.) What is the level of validity of Foundation in Social Science module in terms of: a.) content, b.) construct, c.) face value, and d.) criterion? 2.) What is the level of usability of Foundation in Social Science module in terms of a.) learnability, b.) efficiency, c.) memorability, d.) error prevention, and e.) satisfaction? 3.) Is there a significant relationship between validity and usability of Foundation in Social Science module as perceived by the students? The researchers employed the descriptive-correlational design in gathering and treating data for the foregoing investigation. Thirty-one (31) students of Bachelor of Secondary Education Major in Social Studies were the respondents in this study under purposive sampling technique. One set of questionnaire was issued to the actual respondents. To avoid guesswork and obtain reliable data and information, Likert-type of questions were provided. The weighted mean scores of 4.46, 4.47, 4.51, and 4.42 have shown that the module's validity in terms of content, construct, face value, and criterion, respectively, are excellent. Likewise, the average mean scores of 4.32, 4.25, 4.22, 4.37, and 4.43 have also shown that the module's usability in terms of learnability, efficiency, memorability, error prevention, and satisfaction, respectively, are excellent. The computed p-values have shown that there are significant relationships between the validity and the usability of the Foundation in Social Science module. As such, the hypothesis stating that there is no significant relationship between the validity and usability of Foundation in Social Science module as perceived by the students was rejected.

KEYWORDS: *Construct, Content, Criterion, Efficiency, Error Prevention, Face Value, Learnability, Memorability, Satisfaction*

INTRODUCTION

Many countries suffered pandemic since the last quarter of year 2019, which brought negative impact to the economy and education for its citizens. Every state trying to rise over the virus spread in different places. In education they find ways to deliver quality education for each young citizen through different technological platforms and approaches to attain intended learning outcomes. In accordance with pertinent provisions of the Constitution that: the state "Shall protect and promote the right of all citizens to quality education at all levels..." (Article XIV Section 1); "establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society" and as reiterated in Republic Act 7722 otherwise known as the "Higher Education Act of 1994", the Commission on Higher

education "shall set minimum standards for programs and institutions of higher learning (Section 8d). CHED CMO. 4 s 2020 stated the general guidelines on the implementation of flexible learning and teaching options, approaches strategies, systems, pedagogies and modalities in the higher education programs. Whether the instruction for a whole class or a student the teacher should be able to plan, organize and develop suitable instructional materials. The basic education curriculum is in need of instructional materials such as workbooks which can be used by the institution to encourage independent study, critical thinking, resourcefulness and cooperation among students. The Philippine government provides different programs activities for every Higher Education Institutions to prepare in the flexible learning based on their capacity and availability of resources of learners in their locality.



Some of the learners encounter difficulties in the internet connection and they choose to undergo modular approach in their studies. In this the parents of the learners get the printed module to the College or Universities and submit it on the prescribed time given by their professors. The researchers aimed to determine the validity and usability of module in studying the Social Studies 1- Foundations of Social Science in the implementation of flexible learning for the students taking Bachelor of Secondary Education Major in Social Studies.

METHODOLOGY

The researchers used the descriptive approach for this study, specifically, a correlational research design to describe and analyze the relationship between the validity of module in Foundation of Social Studies subject and its usability to the students. According to McCombes (2019), the most common data collection methods for this type of research include surveys, observations and secondary data (data from previous studies). The respondents of the study were the First Year students of Laguna State Polytechnic University Sta. Cruz Main Campus, College of Teacher Education, Bachelor of Science Major in Social Studies. Section A was purposively chosen for the study which is

composed of thirty-one (31) students. Through purposive sampling technique, the researchers decided to choose the aforementioned number of students. Foley (2018) defined purposive sampling as a non-probability sampling technique wherein the researchers 'purposively' selected the respondents of the study as they fit the profile for the research to be conducted. The researchers administered the self-made questionnaires, consisting of forty-five (45) statements, in determining the validity and usability of the module. Google Forms was utilized for distributing the questionnaire to the respondents online. The responses were tabulated for the statistical treatment data. Mean, standard deviation, and weighted mean were used to determine the levels of validity and usability of Foundations of Social Studies module. Spearman rho correlation was used to find the relationship between the validity and usability of Foundations of Social Studies module as perceived by the respondents.

RESULT AND DISCUSSION

Mean Level of Validity of Foundations of Social Studies Module

The following tables show the mean level of validity of Foundations of Social Studies module in terms of Content, Construct, Face, and Criterion.

Table 1. Mean Level of Validity of Foundations of Social Studies Module in Terms of Content

Statements	Mean	SD	Verbal Interpretation
1.) The course has complete syllabus and course guide.	4.42	0.67	Excellent
2.) The module consists of the overview of course and the general objectives.	4.48	0.57	Excellent
3.) The learning outcomes are listed.	4.48	0.63	Excellent
4.) The content of the module is appropriate to the learner's characteristics, background, and level.	4.42	0.62	Excellent
5.) The content of the module is organized and sequenced clearly and consistently.	4.48	0.68	Excellent
Weighted Mean	4.46		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of validity of Foundations of Social Studies module in terms of Content, course has complete syllabus and course guide (M=4.42, SD=0.67), module consists of the overview of course and the general objectives (M=4.48, SD=0.57), learning outcomes are listed (M=4.48, SD=0.63), content of the module is appropriate to the learner's characteristics, background, and level (M=4.42, SD=0.62), and

content of the module is organized and sequenced clearly and consistently (M=4.48, SD=0.68).

The overall mean of 4.46 indicated that the respondents perceived the Foundations of Social Studies module with an *excellent* level of validity in terms of Content.

Findings were supported by Ping and Osman (2019), stating the importance of content validity in modules. They added that content validity



of the module must include defining the proper domains of learning and checking the materials needed by the teachers in order to give the needs of the students. They also recommended inviting subject experts to test the content validity of the module using content validity

index (CVI) and project cycle management (PCM). This way, the quality of the module can be further improved, thus, its effectiveness also.

Table 2. Mean Level of Validity of Foundations of Social Studies Module in Terms of Construct

Statements	Mean	SD	Verbal Interpretation
1.) The module has real-life applications.	4.39	0.80	Excellent
2.) Prior knowledge on Social Studies is being asked through the module.	4.39	0.67	Excellent
3.) The activities follow at least two domains of learning.	4.39	0.67	Excellent
4.) Various types of activities are present in the module to measure high cognitive skills.	4.61	0.50	Excellent
5.) Examinations were integrated from the module and other fields/disciplines.	4.58	0.50	Excellent
Weighted Mean	4.47		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of validity of Foundations of Social Studies module in terms of Construct, module has real-life applications (M=4.39, SD=0.80), prior knowledge on Social Studies is being asked through the module (M=4.39, SD=0.67), activities follow at least two domains of learning (M=4.39, SD=0.67), various types of activities are present in the module to measure high cognitive skills (M=4.61, SD=0.50), and examinations were integrated from the module and other fields/disciplines (M=4.58, SD=0.50).

The overall mean of 4.47 indicated that the respondents perceived the Foundations of Social

Studies module with an *excellent* level of validity in terms of Construct.

Sichani and Tabatabaei (2015) suggested that construct validity be tested on the nature of the module under study, i.e. Social Studies. Multiple choice format of test can be employed to test the construct validity of the module since it provides objectivity, which means correct and incorrect responses can be easily recorded. As a matter of fact, summative tests are in multiple choice formats in order for the students to provide quick response.

Table 3. Mean Level of Validity of Foundations of Social Studies Module in Terms of Face Value

Statements	Mean	SD	Verbal Interpretation
1.) The activities in the module are arranged in order of discussion.	4.71	0.53	Excellent
2.) The directions on the activities are easy to understand.	4.29	0.64	Excellent
3.) The activities in the module are directly related to the lessons.	4.52	0.63	Excellent
4.) The activities in the module directly aim to measure the learning objectives.	4.52	0.63	Excellent
5.) Overall appearance of the module is outstanding.	4.52	0.57	Excellent
Weighted Mean	4.51		Excellent



Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of validity of Foundations of Social Studies module in terms of Face Value, activities in the module are arranged in order of discussion (M=4.71, SD=0.53), directions on the activities are easy to understand (M=4.29, SD=0.64), activities in the module are directly related to the lessons (M=4.52, SD=0.63), activities in the module directly aim to measure the learning objectives (M=4.52, SD=0.63), and overall appearance of the module is outstanding (M=4.52, SD=0.57).

The overall mean of 4.51 indicated that the respondents perceived the Foundations of Social

Studies module with an *excellent* level of validity in terms of Face Value.

The module was approved and accepted by the students, as evident on the findings of the study and as supported by Moyo and Mann (2018). According to them, evaluation of face validity of the module must come from the students. Students' approval of instructional materials means that their needs and wants have been achieved. To clarify, feedbacks from them are based merely from the teacher's manner of presenting and implementing the module.

Table 4. Mean Level of Validity of Foundations of Social Studies Module in Terms of Criterion

Statements	Mean	SD	Verbal Interpretation
1.) The module's content and objectives are similar to the standardized copy.	4.42	0.62	Excellent
2.) The module allows the students to perform well on the proceeding topics/courses.	4.55	0.62	Excellent
3.) Consistency on the module allows the students to prepare for recitation and other similar tasks.	4.35	0.80	Excellent
4.) Various forms of test were used which allows the students to be grouped.	4.39	0.72	Excellent
5.) The module also helps in evaluating instructional materials used by the teacher.	4.39	0.62	Excellent
Weighted Mean	4.42		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of validity of Foundations of Social Studies module in terms of Criterion, the module's content and objectives are similar to the standardized copy (M=4.42, SD=0.62), the module allows the students to perform well on the proceeding topics/courses (M=4.55, SD=0.62), consistency on the module allows the students to prepare for recitation and other similar tasks (M=4.35, SD=0.80), various forms of test were used which allows the students to be grouped (M=4.39, SD=0.72), and the module also helps in evaluating instructional materials used by the teacher (M=4.39, SD=0.62).

The overall mean of 4.42 indicated that the respondents perceived the Foundations of Social Studies module with an *excellent* level of validity in terms of Criterion.

Designing questions, as indicated by Setia (2017), must have been guided by the learning materials' objectives. It is also important that the respondents, as future educators, must know how the activities help them achieve the course objectives and at the same time 'predict' the outcome from their responses on those activities.



Mean Level of Usability of Foundations of Social Studies Module

terms of Learnability, Efficiency, Memorability, Error Prevention, and Satisfaction.

The following tables show the mean level of usability of Foundations of Social Studies module in

Table 5. Mean Level of Usability of Foundations of Social Studies Module in Terms of Learnability

Statements	Mean	SD	Verbal Interpretation
1.) The contents are intended for the target learners.	4.48	0.68	Excellent
2.) Guidance from teachers / instructors is minimal.	4.32	0.70	Excellent
3.) Can be used as substitute for books.	4.23	0.84	Excellent
4.) Day-to-day application of the knowledge gathered from the module can be observed.	4.23	0.67	Excellent
5.) Supporting references were indicated to further the knowledge of the learners.	4.32	0.70	Excellent
Weighted Mean	4.32		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of usability of Foundations of Social Studies module in terms of Learnability, the contents are intended for the target learners (M=4.48, SD=0.68), guidance from teachers/instructors is minimal (M=4.32, SD=0.70), can be used as substitute for books (M=4.23, SD=0.84), day-to-day application of the knowledge gathered from the module can be observed (M=4.23, SD=0.67), and supporting references were indicated to further the knowledge of the learners (M=4.32, SD=0.70).

The overall mean of 4.32 indicated that the respondents perceived the Foundations of Social Studies module with an *excellent* level of usability in terms of Learnability.

Findings were supported by Yaggahavita (2017) stating that students must be facilitated properly in order to learn efficiently and effectively. Modules in that sense must be tailored in a way that students will be able to learn with little help from their teachers. They must learn to become critical and creative thinkers.

Table 6. Mean Level of Usability of Foundations of Social Studies Module in Terms of Efficiency

Statements	Mean	SD	Verbal Interpretation
1.) Can be accessed online.	4.45	0.72	Excellent
2.) Formats are available in various forms.	4.35	0.66	Excellent
3.) Expenses made were close to none to avail the module.	4.32	0.70	Excellent
4.) Answer keys were discussed at the end of the discussion of the module.	3.97	0.98	Very Satisfactory
5.) Time consumed for the discussion is enough to conduct a formative assessment.	4.13	0.76	Very Satisfactory
Weighted Mean	4.25		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement



The respondents perceived that the level of usability of Foundations of Social Studies module in terms of Efficiency, module can be accessed online (M=4.45, SD=0.72), formats are available in various forms (M=4.35, SD=0.66), expenses made were close to none to avail the module (M=4.32, SD=0.70), answer keys were discussed at the end of the discussion of the module (M=3.97, SD=0.98), and time consumed for the discussion is enough to conduct a formative assessment (M=4.13, SD=0.76).

The overall mean of 4.25 indicated that the respondents perceived the Foundations of Social

Studies module with an *excellent* level of usability in terms of Efficiency.

The use of modules in teaching is known to be more effective and efficient than the other methods of teaching. This is supported by the statements and findings of Cramer (2018), which was also mentioned already earlier by Yaggahavita (2017) that modules helps in developing critical thinking among the students. Aside from that, they were allowed to learn at their own pace. It also help in making them aware of how they learn better by relying solely on themselves.

Table 7. Mean Level of Usability of Foundations of Social Studies Module in Terms of Memorability

Statements	Mean	SD	Verbal Interpretation
1.) Words used in the module are easy to understand.	4.16	0.73	Very Satisfactory
2.) Promotes intrinsic motivation to the students.	4.19	0.60	Very Satisfactory
3.) Summarizing contents for assessment is easy.	4.39	0.67	Excellent
4.) Important words or details were highlighted or emphasized with the use of bold letters or italicized fonts.	4.26	0.73	Excellent
5.) Figures or graphics included in the module allows for higher retention.	4.10	0.75	Very Satisfactory
Weighted Mean	4.22		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of usability of Foundations of Social Studies module in terms of Memorability, words used in the module are easy to understand (M=4.16, SD=0.73), promotes intrinsic motivation to the students (M=4.19, SD=0.60), summarizing contents for assessment is easy (M=4.39, SD=0.67), important words or details were highlighted or emphasized with the use of bold letters or italicized fonts (M=4.26, SD=0.73), and figures or graphics included in the module allows for higher retention (M=4.10, SD=0.75).

The overall mean of 4.22 indicated that the respondents perceived the Foundations of Social

Studies module with an *excellent* level of usability in terms of Memorability.

Academic theorists have suggested that an element of surprise could be utilized to promote retention among the students. This is supported by Foster and Keane (2018) which further stated that challenging activities allow the students to focus more on it, giving them a sense of achievement once they have accomplished such challenging tasks. Easy ones will become forgettable according to them which in turn does not promoted further learning.



Table 8. Mean Level of Usability of Foundations of Social Studies Module in Terms of Error Prevention

Statements	Mean	SD	Verbal Interpretation
1.) Grammatical errors are close to none.	4.19	0.60	Very Satisfactory
2.) Bibliography is present and complete.	4.39	0.72	Excellent
3.) Contents are based on facts, not opinion.	4.52	0.57	Excellent
4.) Citations were obtained from recent sources (within 10 years).	4.42	0.62	Excellent
5.) Application/software were used (e.g. Turnitin) to also detect plagiarism.	4.32	0.60	Excellent
Weighted Mean	4.37		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of usability of Foundations of Social Studies module in terms of Error Prevention, grammatical errors are close to none (M=4.19, SD=0.60), bibliography is present and complete (M=4.39, SD=0.72), contents are based on facts, not opinion (M=4.52, SD=0.57), citations were obtained from recent sources which are within 10 years (M=4.42, SD=0.62), and application/software were used (e.g. Turnitin) to also detect plagiarism (M=4.32, SD=0.60).

The overall mean of 4.37 indicated that the respondents perceived the Foundations of Social Studies module with an *excellent* level of usability in terms of Error Prevention.

Davies (2020) had pointed out some necessary practices to avoid or prevent committing mistakes on developing learning materials. One of which includes the ability to correct misconceptions among the students as early as possible. This will have an impact on their behavior towards the materials they are using. Grammatical errors will not be a bother anymore as they are focused on other things that made them confused on the course they are taking. Also, the teachers then should make things clear to the students on the purpose as to why they are taking the course.

Table 9. Mean Level of Usability of Foundations of Social Studies Module in Terms of Satisfaction

Statements	Mean	SD	Verbal Interpretation
1.) Highly recommended to students from other schools for supplementary purposes.	4.48	0.57	Excellent
2.) Overall features of the module are very good.	4.35	0.71	Excellent
3.) Scores obtained by the students on the activities are kept confidential.	4.48	0.77	Excellent
4.) Will be used as instructional material once on the field of teaching.	4.45	0.57	Excellent
5.) No complaints or correction needed on the module.	4.35	0.66	Excellent
Weighted Mean	4.43		Excellent

Legend:

Scale	Range	Description	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Satisfactory
3	2.61 – 3.40	Neutral	Satisfactory
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Needs Improvement

The respondents perceived that the level of usability of Foundations of Social Studies module in terms of Satisfaction, the module is highly recommended to students from other schools for

supplementary purposes (M=4.48, SD=0.57), overall features of the module are very good (M=4.35, SD=0.71), scores obtained by the students on the activities are kept confidential (M=4.48, SD=0.77),



the module will be used as instructional material once on the field of teaching (M=4.45, SD=0.57), and no complaints or correction needed on the module (M=4.35, SD=0.66).

The overall mean of 4.43 indicated that the respondents perceived the Foundations of Social Studies module with an *excellent* level of usability in terms of Satisfaction.

The student's satisfaction on the module was known to have a connection on their class participation and interaction with their teachers. As

supported by the findings of Gray and DiLoreto (2016), students are satisfied with asynchronous method of learning so long as it keeps them motivated to learn. The module does it as evident on the respondents' level of satisfaction.

Relationship between the Validity and Usability of the Foundations of Social Studies Module

Table 10 shows the relationship between the validity and usability of the Foundations of Social Studies module.

Table 10. Relationship between the Validity and Usability of the Foundations of Social Studies Module

Validity	Usability	rho	p-value	Remarks	Degree of Correlation
Content Validity	Learnability	0.58	0.001	Significant	Moderate Correlation
	Efficiency	0.44	0.014	Significant	Moderate Correlation
	Memorability	0.41	0.023	Significant	Moderate Correlation
	Error Prevention	0.41	0.021	Significant	Moderate Correlation
	Satisfaction	0.54	0.002	Significant	Moderate Correlation
Construct Validity	Learnability	0.79	0.000	Significant	High Correlation
	Efficiency	0.67	0.000	Significant	High Correlation
	Memorability	0.69	0.000	Significant	High Correlation
	Error Prevention	0.70	0.000	Significant	High Correlation
	Satisfaction	0.78	0.000	Significant	High Correlation
Face Validity	Learnability	0.66	0.000	Significant	High Correlation
	Efficiency	0.66	0.000	Significant	High Correlation
	Memorability	0.83	0.000	Significant	Very High Correlation
	Error Prevention	0.69	0.000	Significant	High Correlation
	Satisfaction	0.79	0.000	Significant	High Correlation
Criterion Validity	Learnability	0.75	0.000	Significant	High Correlation
	Efficiency	0.60	0.000	Significant	Moderate Correlation
	Memorability	0.65	0.000	Significant	High Correlation
	Error Prevention	0.58	0.001	Significant	Moderate Correlation
	Satisfaction	0.62	0.000	Significant	High Correlation

Legend:

Rho Coefficient	Degree of Correlation
±0.81 - ±1.00	Very High Correlation
±0.61 - ±0.80	High Correlation
±0.41 - ±0.60	Moderate Correlation
±0.21 - ±0.40	Low Correlation
0.00 - ±0.20	No Correlation

Since the computed p-values were all less than the level of significance of 0.05, therefore, it was found out that the relationship between the level of validity and usability of the Foundations of Social Studies module are *significant*. Furthermore, the degrees of correlation existing between the level of validity and usability of the Foundations of Social Studies module range from moderate to very high correlation.

CONCLUSION AND RECOMMENDATON

As result of the study, it was found out that the levels of validity of the Foundation in Social Science module in terms of content, construct, face value, and criterion, and also its usability in terms of learnability, efficiency, memorability, error prevention, and satisfaction, as perceived by the students, are excellent. Furthermore, the relationship between the aforementioned variables was tested to be significant, thus rejecting the null hypothesis of



the study. On the basis of the major findings and conclusions of the study, the following recommendations are given: 1.) Future researchers could utilize standard measurements of testing the validity of learning materials. Realiability of the learning materials can be taken into account also. 2.) Students' performance on the tasks presented on the module could also be tested to further assess the module's criterion validity. Teachers sharing the area of expertise could also be invited to check the face value of the module. 3.) Tasks that promote collaboration among the learners must be improved as the respondents of the study will become future educators.

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