

AN ASSESSMENT ON THE GRADE 7 SOCIAL STUDIES MODULE UNDER THE K-12 CURRICULUM OF THE DEPARTMENT OF EDUCATION IN THE PHILIPPINES

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Abstract: This study endeavoured to enhance the Grade 7 Social Studies (Asian Studies) under the K-12 Curriculum implemented in the Philippines on the Academic Year 2012-2013. Selected grade 7 Social Studies teachers from High School in Caloocan City, being respondents of the study, have assessed the module from its objective, content, relevance and usefulness, up to the difficulty level and assessment techniques.

Findings of the study showed that the set of objectives set by the K-12 Curriculum is not reliable and attainable. The contents of the module emphasized more on the simple cognitive and had overlooked the affective and psychomotor areas of learning. Even the words used in the module were not clear, not easy to understand, and not suited to the level or type of learners. Likewise, the lessons included in the module were not factual and accurate. Some of the exercises did not promote critical thinking skills. Teachers have provided alternatives to fill the lacking characteristics of the module. There is a need to have some revisions in the content of the module.

Key Words: Curriculum, Module, Grade 7, K-12,

1. INTRODUCTION:

The new Social Studies curriculum under the Department of Education (DepEd) K-12 Program is in a modular instruction. Since its implementation in 2012 in the seventh grade, there has not been a research-based assessment to determine the advantages and disadvantages of the module being used and to determine the challenges and concerns in carrying out the new curriculum in connection to the use of the module.

In the first school year of implementation of the K-12 Program the Grade 7 Social Studies (G7SS) focused on Philippine History and Government. The module for students of G7SS was not available. Only the Teacher's Manual was provided by the DepEd. As a remedy to the absence of the module, Grade 7 teachers used the old Philippine History textbook. For those that are not in the textbook, teachers utilized the internet-based information.

Another thing during the first school year of implementation was that materials used by the students, particularly the "sipi" (excerpt from a primary source) for G7SS, were written in English, whereas the language used in delivering lecture and instruction is Filipino. Therefore, translation of "sipi" from English to Filipino is an added workload to teachers.

Two years after, 2014, the K-12 Curriculum for Social Studies changed. Since then the G7SS focused on Asian Nations and its Government, which was previously under G8SS. The study of Philippine History was transferred to elementary level (Grade 6 and below).

However, as a result of change, in June 2014 the Grade 7 and Grade 8 Social Studies students studied the same subject--Asian Nations and its Government. Still, module for Social Studies was not available. Because of that, teachers once again used the old textbooks and added internet-based information as remedy to the situation. Module for G7SS became available, two months later, August 2014, but the teachers found out that module lacked contents.

Because of the continuous use of the G7SS Module, the researcher was challenged to make a research-based assessment for the benefit of the students studying Asian History, considering that the researcher is teaching Asian History for almost 17 years.

This study attempts to assess the existing module in Grade 7 Social Studies (History of Asian Nations and its Government). Specifically this study looked for answer for the following questions: (1) What is the assessment of the Social Studies teachers on the existing modules in Asian History in terms of: objectives, content, relevance and usefulness, difficulties, and assessment techniques; (2) What are the problems encountered by the teachers in using the module and finally, (3) What solutions were undertaken by the teachers to address the problem.

2. METHODS:

A descriptive evaluative method was used in this study. The Research and Development (R and D) cycle by Borg was used in making and preparing modules in Social Studies 7 (Araling Asyano). The R and D cycle is the most commonly used method in making textbook and other instructional materials.

To determine the content to be included in each module, the researcher read the desired learning competencies found in K-12 BEC (2002). The researcher used the random sampling technique in determining the schools to be included in the study. The respondents were 38 teachers handling G7SS in Amparo High School, Daparo High School, Kalayaan High School, Manuel Luis Quezon High School and Tala High School since the beginning of implementation of the K-12 Program by the Department of Education (Deped), Division of Caloocan, Caloocan City, Metro Manila, Philippines.

3. DISCUSSIONS AND RESULT:

Table 1: Assessment of Social Studies Teacher on the existing module in Araling Panlipunan 7 (Araling Asyano) in terms of Objectives

Objectives	Social Science Teacher									
	DEPARO HS		MLQ		KALAYAA N		TALA HS		A HS	
	WM	VI	WM	Verbal Description	WM	Verbal Description	WM	Verbal Description	WM	Verbal Description
1.Objectives are clearly defined from the viewpoints of the learners.	3.25	S	3.4	S	3.75	VS	3.33	S	3.4	S
2.A considerable agreement between the objectives and what are presented in the module are observed.	3.5	VS	3..5	VS	3.5	VS	3.33	S	3	S
3.The basic requirements of the course curriculum are met.	3.12	S	3.7	VS	3.37	S	3.33	S	3.5	VS
4.The objectives are realistic and attainable.	2.12	P	2.26	P	2.37	P	2.33	P	2	P
5.The objectives of the module will easily achieved by the learners.	3.12	S	2.9	S	3.37	S	3.33	S	3.2	S
Overall Weighted Mean	3.22	S	3.2	S	3.47	S	3.33	S	3.3	S

Legend:

*VI-Verbal Interpretation
 *WM-Weighted Mean
 *Teachers–38

E- Excellent
 VS- Very Satisfactory
 S- Satisfactory

P- poor
 NI- Need Improvement

Objectives: Results showed that respondents rated the existing module in Grade 7 Social Studies (Araling Asyano) in terms of objectives in the most of the statement as“ satisfactory” with a weighted mean of 3.

Table 2: Assessment of Social Studies Teachers on the existing module in Araling Panlipunan 7 (AralingAsyano) in terms of Content

Content	Social Science Teacher									
	DEPARO HS		MLQ		KALAYAA N		TALA HS		A HS	
	WM	VI	W M	VI	WM	VI	WM	VI	WM	VI
1.The contents of the module are congruent to the objectives.	3.37	S	2.10	P	3.6	VS	3.33	S	2.14	P
2.The contents are clearly presented.	2.5	S	2.6	S	2.5	S	3.33	S	3.4	S
3.The words used in the module are clear and easy to understand and suited to the level of the learners.	2.75	S	3.3	S	3	S	3.11	S	3.2	S

4.The contents are given sufficient analysis for a better understanding of the topic presented in the module.	2.5	S	3	S	2.8	S	3.22	S	3.2	S
5.The content of the module contributes to the achievement of the objectives	3.22	S	3.1	S	3	S	3	S	3.4	S
6.The contents are presented in logical ways.	2.5	S	3	S	2.8	S	3	S	3.2	S
Overall Weighted Mean	2.80	S	3.1	S	2.97	S	3.11	S	3.36	S

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The table above shows the assessment of the respondents as regards to Content. The data revealed that the teacher respondents rated the existing module in Grade 7 Social Studies (Araling Asyano) in terms of content which has six (6) statements as “satisfactory” with a weighted mean score of 3.

As presented by Dovesdeswell as cited by Bautista (2000) favouring the use of modular instruction are the following; the objectives are clearly stated in terms of student performance and changes in attitudes; their designs is oriented towards the needs of the learner in providing a combination of learning experiences presented in an integrated manner; and the objectives should be presented in SMART way.

Water and Nutchinson (2004) suggested some principle in actual writing of learning materials are the following: good materials should contain interesting texts, enjoyable activities which engage the learners thinking capabilities and opportunities for learners to use their existing knowledge and skills. Good module should also provide a clear coherent unit structure which will guide the teacher and learner through various activities in such a way to maximize the changes in learning.

Table 3: Assessment of Social Studies Teacher on the existing module in Araling Panlipunan 7 (Araling Asyano) in terms of Usefulness and Relevance

Relevance and Usefulness	Social Science Teacher									
	DEPARO HS		MLQ		KALAYAA N		TALA HS		A HS	
	WM	VI	W M	VI	WM	VI	WM	VI	WM	VI
1. Learning tasks are appropriate to the level of the grade learners.	2.87	S	3	S	3.25	S	3	S	3.2	S
2. Lessons provided are easy to understand.	2.87	S	2.9	S	3.12	S	3.11	S	3.4	S
3. Topics presented are relevant to the needs of time.	2.5	S	2.1	P	2.5	S	3	S	3.2	S
4. Mastery of the subject matter/ lessons are enhanced.	2.5	S	2	P	2.12	P	2.44	P	2.48	S
5. Module includes materials that are suitable, interesting and relevant to answer issues.	2.5	S	2.1	P	2.5	S	2.5	S	2.6	S
Overall Weighted Mean	2.65	S	2.4 2	P	2.7	S	2.91	S	2.98	S

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Based on the data given by the respondents in this statement, we may think that the materials or readings included in the module did not answer some of the relevant issues and did not promote the interest of the learners.

In the statement lessons provided are easy to understand all respondents rated it as “satisfactory” with a weighted mean of 3. In these norms we may define that some of the lessons included in the module can be understood by the learners. The overall weighted mean given by the respondents in terms of usefulness and relevance are as follows; 2.65

for Deparo High School, 2.42 for Manuel Luis High School, 2.7 for Kalayaan High School, 2.91 for Tala High School and 2.98 for Amparo High School.

The overall assessment of the respondents as regards to Usefulness and Relevance of the module in Grade 7 Social Studies (Araling Asyano) is 2.95 or “satisfactory”.

Table 4: Assessment Social Studies Teacher on the existing module in Araling Panlipunan 7 (Araling Asyano) in terms of Difficulty Level

Difficulty Level	Social Science Teacher									
	DEPARO HS		MLQ		KALAYAN		TALA HS		A HS	
	WM	VI	W	VI	WM	VI	WM	VI	W	VI
			M						M	
1.The lesson provided in the module will clearly understood by the students.	3	S	2.9	S	3.12	S	3	S	3.2	S
2.The ideas presented in the module be easily interpreted by the learners.	2.87	S	2.7	S	2.75	S	3.22	S	3	S
3.Exercises in the module are suitable to the students level of understanding.	2.75	S	2.6	S	3	S	2.77	S	3	S
4.Lessons and activities are clear and within the capacity level of the learners.	2.87	S	2.4	P	3	S	2.88	S	2.8	S
5.Module used HOTS questions	3.25	S	2.9	S	3	S	3	S	3	S
Overall Weighted Mean	2.95	S	2.68	S	3.12	S	2.97	S	3	S

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In the five statements shown on table 5 regarding on difficulty level, all respondents gave a rating of “satisfactory” with a total weighted mean of 3 and 4 respectively. We may say that in this evaluation the difficulty level of the module did not promote analytical thinking of the learners.

The activities in the module were not presented clearly and not suitable on the level of understanding of the learners.

Waters and Nutchinson (2004) cited that good module should not be tightly structured as to provide monotonous pattern in lessons. Avoid the assembly line which makes each unit look at the same, with the same type of text, the same time of illustration and same type of number of exercises. A material model must be clear and systematic, but flexible enough to allow for creativity. The material is self-explanatory and intuitive to use.

The overall weighted mean given by the respondents in terms of difficulty level are as follows; 2.95 for Deparo High School, 2.68 for Manuel Luis High School, 3 for Kalayaan High School, 2.97 for Tala High School and 3 for Amparo High School.

In this criteria all respondents rated the existing module in Grade 7 Social Studies (Araling Asyano) in terms of difficulty level as “satisfactory” with a weighted mean of 3.

Table 5: Assessment of Social Studies Teacher on the existing module in Araling Panlipunan 7 (Araling Asyano) in terms of Assessment Techniques

Assessment Techniques	Social Science Teacher									
	DEPARO HS		MLQ		KALAYAN		TALA HS		A HS	
	WM	VI	WM	VI	WM	V	WM	VI	WM	V
						I				I
1.Activities are very much related to the topics discussed.	3.5	VS	3	S	3.12	S	3.22	S	3	S
2.Set of activities presented in the module in will help students group the concept better.	2.87	S	2.6	S	2.75	S	3.22	S	3	S

3. Lessons provided will be better learned and appropriate because of the sufficient number of given activities.	3.12	S	2.3	P	3.12	S	3.22	S	3	S
4. Activities are mainly based on the objectives of the module.	3.25	S	3.1	S	2.87	S	3.32	S	3.2	S
Overall Weighted Mean	3.18	S	2.78	S	2.96	S	3.25	S	3.05	S

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The activities were very long and the days allotted in teaching Social Studies subject were only three (3) days in a week, that’s why some of the activities were not accomplished on time. And sometimes those allotted days of teaching falls on holidays, suspension of classes due to calamity and school activities.

On the statements lessons provided will be better learned and appropriate because of the sufficient number of given activities and set of activities presented in the module will help students group the concept better, Deparo High School, Tala High School, Kalayaan High School and Amparo High School rated it as “satisfactory” with a weighted mean of 3 while Manuel Luis Quezon High School rated it as “poor” with a weighted mean score of 2.3. In this criterion we may determine that the some of the activities in the module did not benefit the student to grasp the concept better.

As mentioned by Baltazar and Meyer (1990) they said that Self-Learning Instructional Materials or Modules should include an introduction on how to use it, a clear statement of the purpose, aim/objectives, the pre-requisite knowledge and competencies needed, if there any instructional objectives expressed in a SMART way, diagnostic pre-test, audio visual equipment and other resources required, effective and systematic structuring and sequencing of the content and a variety of instructional or learning experience and activities both providing theory and allow practical works, illustrations, graphic tools or visual materials and mastery post-test.

The overall rating as regards to Assessment Techniques is just 3 with a verbal meaning of “satisfactory”.

Table 6: Problems encountered by the teacher in using the present module in Grade 7 Social Studies (Araling Asyano)

	Department Head		Master Teacher		Social Science Teacher									
					DEPARO HS		MLQ		KALAYA AN		TALA HS		A HS	
	Rate	VI	Rate	VI	WM	VI	W M	VI	WM	VI	WM	VI	WM	VI
1.All students have the copy of the module.	2	Seldom	1	Never	1.38	Never	1.49	Never	1.75	Seldom	1.48	Seldom	1	Never
2.Students module can be used as personal copy.	2	Seldom	1	Never	1.42	Never	1.43	Never	1.12	Never	1.22	Never	1	Never
3.Too much activities were present in the module.	3	Frequently	4	Always	3.5	Always	3.86	Always	3.87	Always	3.77	Always	3.83	Always
4.Lacks theoretical contents in some topic.	3	Frequently	3	Frequently	3.37	Frequently	3.29	Frequently	3.62	Always	3.22	Frequently	2.67	Frequently
5.The lesson was presented in SMART pedagogical techniques.	3	Frequently	2	Seldom	2.5	Frequently	1.86	Seldom	2.25	Seldom	2.37	Frequently	2.47	Frequently
6.Instructional activity is complicated.	3	Frequently	3	Frequently	2.87	Frequently	3	Frequently	3	Frequently	2.18	Seldom	2.67	Frequently
7.Creates boredom in repetition of activities due to redundancy.	3	Frequently	3.5	Always	3.57	Always	3.29	Frequently	3.52	Always	3.54	Always	3.67	Always
8.Inadequate time in answering the activities in the module.	3	Frequently	4	Always	3.55	Always	3.71	Always	3.53	Always	3.54	Always	3.83	Always
9.Congruent to the teachers manual and learners manual.	3	Frequently	2	Seldom	1.87	Seldom	1.71	Seldom	1.87	Seldom	1.55	Seldom	1.67	Seldom
10.Results of the module is measurable. Pre-test and post-test assessment of the module is reliable.	3	Frequently	1	Never	1.62	Seldom	1.14	Never	1.12	Never	1.44	Never	1.33	Never
Overall Weighted Mean	2.8	Frequently	2.2	Seldom	2.49	Seldom	2.52	Frequently	2.4	Seldom	2.55	Frequently	2.13	Seldom

Legend:

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In the present module some of the important facts omitted because they compressed the information and content in order to maximize the text written in the module. All respondent rated as “seldom” with a mean of almost 2, in the statement congruent to the teachers manual and learners manual, also in the statement number eight (8) which is

inadequate time in answering the activities in the module, all respondents agreed in the weighted mean score of almost 4 as “always”.

Based on the evaluation of the respondents we may conclude that the three days in a week with a 50 minutes allotted time is not enough in answering the activities in the module. In the statement the lesson was presented in SMART pedagogical techniques three (3) schools rated it as “seldom” with a mean of 2 while the other school rated it as “frequently” with a weighted mean score of 3.

We may say that the lesson in the module did not present in SMART pedagogical techniques.

Table 7: Solutions undertaken by the teachers to addressed the problem in using the present module in Grade 7 Social Studies

	Department Head		Master Teacher		Social Science Teacher									
					DEPARO HS		MLQ		KALAYAAN		TALA HS		A HS	
	Rate	VI	Rate	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1.I provide copy of text or sipi in a particular lessons in the module.	3	Frequently	4	Always	3.6	Always	3.1	Frequently	3.3	Frequently	3.22	Frequently	3.6	Always
2.I provide copy of activity in a particular topics to students.	3	Frequently	4	Always	3.5	Always	3.1	Frequently	3	Frequently	3.33	Frequently	3.5	Always
3.I use other resource materials like manila paper, cartolina for quizzes as reflected in the module.	3	Frequently	4	Always	3.6	Always	3.6	Always	3.5	Always	3.44	Frequently	3.61	Always
4.I read other textbooks, module or journals for additional information because the module lacks content or information in some particular lesson.	3	Frequently	4	Always	3.9	Always	3.4	Always	3.6	Always	3.77	Always	3.46	Always
5.I summarize some of the lesson for easy understanding of the students.	3	Frequently	4	Always	3.8	Always	3.7	Always	3.8	Always	3.33	Frequently	3.46	Always
6.I provide interesting activities achievable in particular learning phase.	3	Frequently	4	Always	3.6	Always	3.3	Frequently	3.5	Always	3.55	Always	3.53	Always
7.I use the old book Asya: Pag-Usbong ng Kabihanan as textbook to the student.	3	Frequently	4	Always	3.1	Frequently	2.9	Frequently	2.8	Frequently	3.33	Frequently	2.83	Frequently
8.I used varied teaching strategies to reinforce my students learning interest.	3	Frequently	4	Always	3.5	Always	3.5	Always	3.5	Always	3.53	Always	3.5	Always
9.I usually do activities that are not in the module for slow learners.	3	Frequently	4	Always	3.1	Frequently	3.5	Always	2.8	Frequently	3.55	Always	3.66	Always
10.I make activities for my students to learn new concepts and skills that will give them opportunity to assess their own performance.	3	Frequently	4	Always	3.5	Always	3.6	Always	3.5	Always	3.53	Always	3.85	Always
Overall Weighted Mean	3	Frequently	4	Always	3.5	Always	3.48	Frequently	3.43	Frequently	3.49	Always	3.54	Always

Legend:

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From the table above, it can be seen that solutions undertaken by the teachers to address the problem in using the existing module in G7SS are varied.

Dela Cruz as cited by Mallari (2009), supported that teacher’s innovativeness, industry and patience are necessary. These can be measured by his activity to prepare creative and relevant instructional materials. But the benefit derived by the learners from a well-planned strategic learning material are more with no material comparison.

The overall weighted mean given by the respondents in the solutions undertaken by the teachers to addressed the problem in using the existing module are as follows; 3.5 for Deparo High School, 3.37 for Manuel Luis High School, 3.30 for Kalayaan High School, 3.46 for Tala High School and 3.85 for Amparo High School.

In these norms, the respondents rated it as “frequently” with a weighted mean of 3. Only the statement inadequate time in answering the activities in the module rated by respondent as “always” with a weighted mean of 4.

4. CONCLUSIONS:

Based on the findings of the study, the following conclusions were formulated:

1. That the competencies in the module are not congruent to the curriculum and its objective;

2. That the set of objectives set by the K-12 EBEC is not reliable and attainable;
3. That the content of the said module emphasized more on the cognitive and overlooked the affective and psychomotor areas of learning;
4. That the words used in the module are not clear and easy to understand and not suited to the level of the learners;
5. That the lessons included in the module in not factual and accurate;
6. That there is no proper sequencing in the presentation of the lesson;
7. That some of the exercises included in the module did not promote critical thinking skills;
8. That the teacher provides alternatives to fill the lacking characteristic of the module;
9. That the teacher encountered problems in using the existing module such as the module cannot be used as personal copy;
10. That the lesson in the module was not presented in SMART pedagogical techniques;
11. That the result of assessment is not measurable. Pre-test is evident while post-test is not evident;
12. That there is a need to have some revisions in the content of the module;

5. RECOMMENDATIONS:

Based on the foregoing findings and conclusions, the following recommendations are being proposed:

Dep. Ed

- Provide instructional materials sufficiently funded by the Local Government Agencies or private entities including international fund so that the module use by the students can be a personal copy.
- Create a textbook committee which will study innovation or strategies in textbook writing.
- Carry on the extensive evaluation of textbooks/ module to identify the excellent materials or module used in the different subject areas.

Curriculum Development Planners of Department of Education

- Revisit and revised the Social Studies module.
- A framework on the scheme for book writers particularly in Social Studies should reformulate so that the content maybe written with depths and breadth from one year level to another. In this way content will be richer and expansive as learners move from one year level to another.

Social Studies Teachers

- Keep up-to-date with the modern textbooks/modules and be familiar with the instructional materials relevant to needs of the learners.
- Attend seminars/workshops in order for them to be accustomed to the information they needed to become a student-centered teacher.

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