

## THE EFFECTIVENESS OF HOME AND FAMILY LIVING MODULES IN TEACHING TECHNOLOGY AND HOME ECONOMICS 1

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***Abstract:** The focus of the study was the investigation of the effectiveness of the use and non- use of the home and family living modules in teaching Technology and Home Economics 1 to the 91 freshmen high school students. There were two sections involved in the study. The study caters to the following THE areas: Looking at Myself, Developing a Sound Outlook, Setting Up Goals, The Filipino Family, Desirable Filipino Values, Responsible Parenthood, Your Roles as a Responsible Member of the Family, Promoting a Wholesome and Satisfying Family Relationships, Worthwhile Recreational Activities and Coping with the Unexpected. This study made use of the factorial posttest only control group design with random assignment of variables and the instrument used was the instructional modules. The reliability index of the modules was  $r = .88$  interpreted as highly reliable. The major findings of the study was that teaching the ten topics in home and family living area of Technology and Home Economics 1 using the developed modules was an effective teaching approach both to small and large class size. Therefore, in the light of the foregoing major findings, it is highly recommended that the ten self-developed instructional modules for home and family living areas be used by the first year students and this research study should be replicated not just in THE subject but also to other disciplines.*

*Keywords: Effectiveness, Home and Family Living, Home Economics*

### **Introduction**

Development or production of innovative materials is necessary in order to achieve the objectives of education. It is evident that instructional materials have been effective instrument for ensuring quality education (Dizon, 1998). The school under studied has been implementing the curriculum under the Secondary Education Development Program (SEDP). The subject teachers were only provided with one edition of THE 1 textbook and a manual. The ratio of the book and students is 1:2, meaning one textbook is used by two students. As cited by Toffler (1985) that instructional materials were never be sufficient to cater the needs of all disciplines. The foremost intention of the study is to establish the effectiveness of the instructional modules in teaching home and family living areas in the subject THE 1. The school who lacks instructional materials in THE 1 will find the modules beneficial to their situation in such a way that the result of the study will benefit THE teachers even if they are not THE major because the modular instruction

can easily be followed through a guided learning activities. The results of the study would also serve as the basis of other researchers to conduct in other disciplines.

### **Review of Related Literature**

The Third World countries are experiencing problems in the acquisition of appropriate educational technology in subjects that need sufficient instructional materials like textbooks, skills books, modules and others in order to help students master the necessary concepts and skills required of the discipline. Russel (1987) states that self-instructional module allows the rate of learning to be adjusted to suit the needs of each individual student. It enhances the quality of instruction therefore it connotes quality education. According to Escudra (1986) he found out that teaching with modules was indeed more effective than teaching without modules. To achieve this therefore, the use of the best and most appropriate instructional materials should be provided. Postlethwaite and Wiley(1991) cited the portability of module which can be exchanged and disseminated to other schools, the small size of the module leads itself to the possibility of revision and restructuring into a greater variety of patterns consistent with the different approaches within a minimum cost and effort. Arquillano (1995) in her topic “Module Construction”, she formulated three major stages of developmental approach such as the planning, preparation and evaluation. Enriquez(1991) made a study on “Effects of Modular Instruction in Teaching Handicraft and the Achievement of the Selected High School Students in Private School” enabled the students to work independently and develop confidence in self-expression for broader insights and mental growth. There are so many studies that would support the effectiveness of module but the researcher wanted to find out the effectiveness of Home and Family Living Modules in teaching THE 1 subject as her main focus.

### **Methodology**

The research study made use of the factorial posttest only control group design with random assignment of variables (Fraenkel and Wallen, 1993). This design was intended to examine the relationship of the effect of the modular and lecture methods when exposed to two class sizes of students. Mean scores and standard deviations were used to present b posttest results of the experimental and the control group and t-test for uncorrelated samples to test the significance between the posttest mean scores of the experimental and control group. The school being studied has a population of 3,000 students, a government school, 2 sections of THE first year students were selected at random to compose the experimental and control group. The research procedure started with development of instructional modules in Home and family Living, development of the test, composition of respondents, conduct of experiment, administration of the posttest and the analyses and interpretation of data.

The instruments used in the conduct of the study were the developed instructional modules in Home and family Living . These 10 instruments consisted of fifty (50) activities with concretized topics. The topics were distributed in the following modules : Looking at Myself(4), Developing a Sound Outlook in Life(3), Setting Up Goals (5), The Filipino Family(2), Desirable Filipino Values(4), Responsible Parenthood(4), Your Roles as a Responsible Member of the Family (2), Promoting a Wholesome and Satisfying Family Relationships(2), Worthwhile Recreational Activities(2) and Coping with the Unexpected(3).

A teacher made test was used. There were fifty ( 50) items prepared and used for the two groups which served as the posttest administered to group, both in the experimental and the control groups in home and family living areas. The teacher made test was constructed in conformity with the Table of Specification (TOS) which includes the following: Knowledge, comprehension, application, analysis and synthesis.

### **Findings**

1. The posttest mean scores of the experimental group of the small class size of students in the ten topics of home and family living area of THE 1 subject has the over-all descriptive rating of Outstanding (O).
2. The posttest mean scores of the control group of the small class size in the ten topics of home and family living area of THE 1 subject has an overall descriptive rating of Very Satisfactory (VS).
3. The posttest mean scores of the experimental group of the large class size of students in ten topics of home and family living area of THE 1 subject has an over-all descriptive rating of Outstanding(O).
4. The post-test mean scores of the control group of the large class size of students in ten topics in home and family living area of THE 1 has an over-all rating of Very Satisfactory(VS).

### **Conclusions**

1. Teaching the ten (10) topics in home and family living area of THE 1 subject with the instructional modules developed by the researcher is an effective teaching approach to a small and big class size of students.
2. The class sizes of students did not affect the effectiveness of the experimental approach in teaching the ten (10) topics of home and family living area of THE 1 subject.

### **Recommendations**

In the light of foregoing findings, the following recommendations are offered:

1. The ten self-developed instructional modules for home and family living areas be reproduced and be used by other first year sections of the same school.
2. The self-developed instructional modules in home and family living be introduced in other schools.
3. Teachers in THE 1 subject should be oriented on how to use the self-developed modules.
4. Other replicated studies involving other type or group of students and in other research should be conducted in other disciplines.

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